DOCUMENT RESUME

ED 078 679 EM 011 234

AUTHOR	Williams, Frederick; And Others
TITLE	Carrascolendas: National Evaluation of a Spanish/English Educational Television Series. Final Report.
INSTITUTION	Texas Univ., Austin. Center for Communication Research.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 73
GRANT	OEG-0-9-530094-4239(280)
NOTE	416p.
EDRS PRICE	MF-$0.65 HC-$16.45
DESCRIPTORS	Attitudes; *Bilingual Education; *Bilingual Students; Educational Research; *Educational Television; Elementary School Mathematics; Elementary School Science; English (Second Language); Grade 1; Grade 2; History; Kindergarten; Language Fluency; Language Skills; Phoneme Grapheme Correspondence; *Program Evaluation; Spanish; Spanish Americans; Spanish Culture; *Spanish Speaking; Television
IDENTIFIERS	*Carrascolendas; Public Broadcasting Service

ABSTRACT

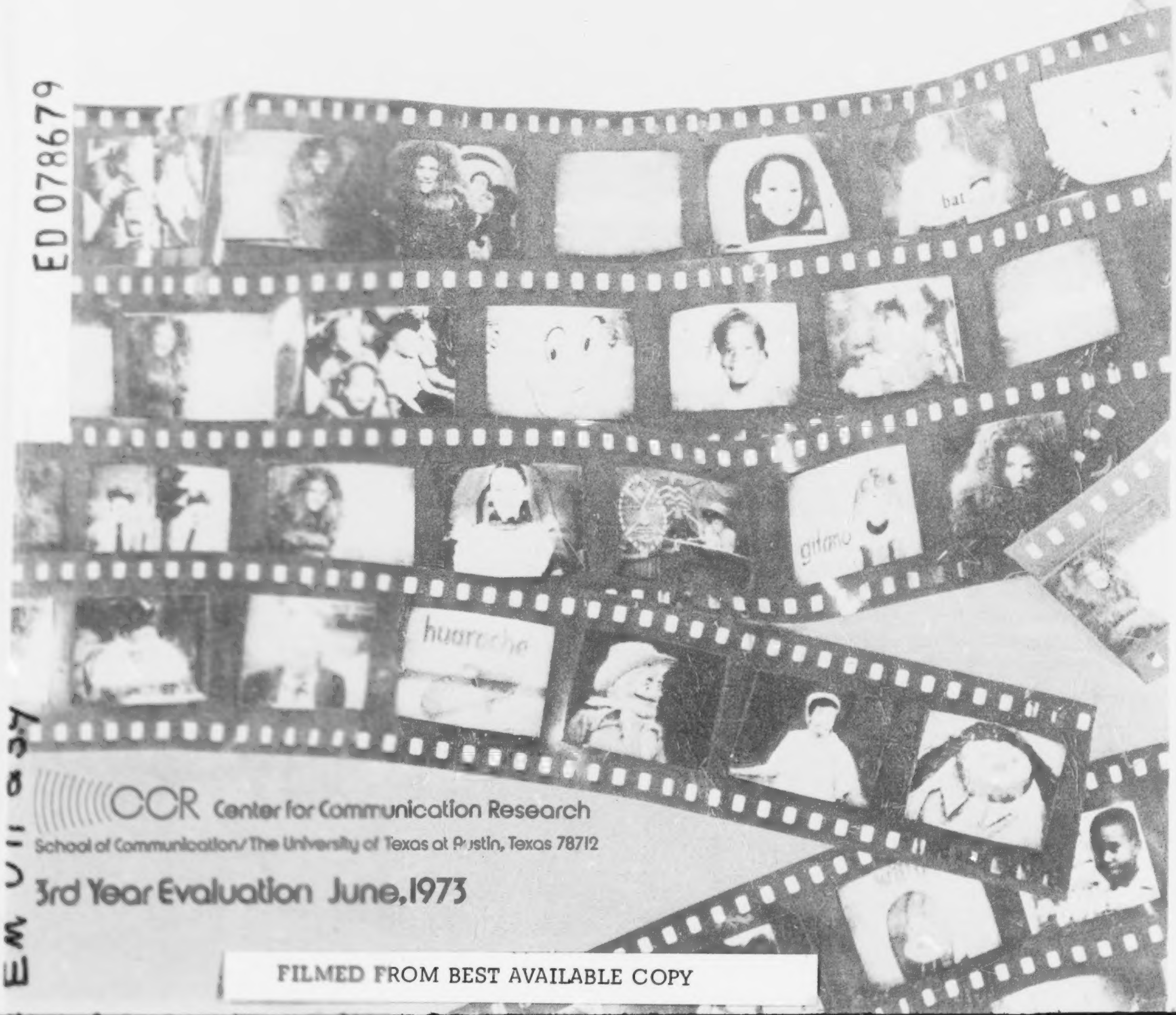
A field experiment, attitude surveys, and a process evaluation were conducted in order to evaluate the third year of Carrascolendas, a kindergarten--second grade bilingual series carried nationwide on the Public Broadcasting Service. Test scores showed that material presented in Spanish had a significant impact on learning in history and culture. First graders showed marked improvement in English and Spanish language skills. Several content areas were affected: history, culture, English and Spanish language skills, and math. Second graders benefited least, showing significant gains only in the Spanish content area of history and culture and in English fluency. There was little impact upon the Spanish content areas of science, phoneme/grapheme relations, and language mixing. Attitudes of teachers, parents, and children toward the series were positive, and a growth of pride in Mexican culture and increased use of the Spanish language were noted. The process evaluation found improvement in the management of the project, although insufficient dissemination of information about the series to potential viewers was regarded as a salient shortcoming. (PB)

CARRASCOLENDAS

National Evaluation of a Spanish/English Educational Television Series

Frederick Williams
Geraldine Van Wart
Monty Stanford

ED 078679



EM 011 437

CCR Center for Communication Research
School of Communication/The University of Texas at Austin, Texas 78712

3rd Year Evaluation June, 1973

FILMED FROM BEST AVAILABLE COPY

ED 078679

CARRASCOLENDAS:

NATIONAL EVALUATION OF A SPANISH/ENGLISH EDUCATIONAL TELEVISION SERIES

by

Frederick Williams

Geraldine Van Wart

Monty Stanford

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FINAL REPORT

EVALUATION COMPONENT

U. S. OFFICE OF EDUCATION GRANT #0-9-530094-4239-(280)

CARRASCOLENDAS: NATIONAL EVALUATION OF A SPANISH/ENGLISH EDUCATIONAL TELEVISION SERIES

Frederick Williams

Geraldine Van Wart
Monty Stanford

Center for Communication Research
School of Communication
The University of Texas at Austin
Austin, Texas

This research was conducted by the Center for Communication Research, The University of Texas at Austin, under subcontract with the Education Service Center, Region XIII, which in turn was supported by contract with the U. S. Office of Education Grant #0-9-530094-4239-(280).

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education

June, 1973

ACKNOWLEDGMENTS

The third year evaluation of CARRASCOLENDAS encompassed a much larger group of individuals who consulted, assisted, and cooperated with the efforts of the researchers.

Most noteworthy among the persons dedicated to the project are Ms. Patricia Dennis, Assistant Project Director, who faithfully executed a variety of roles throughout the research applying quality to quantity, and Ms. Pamala Bockoven who deciphered, typed, and retyped all instruments and communications from original rough drafts to the multi-revised finished products.

Staff members whose expertise and concerted efforts have expanded through three years of continued participation as evaluation staff are Ms. Beth García and Mr. Damon Bockoven. They deserve a special thanks. Additional staff included Mr. Horacio Alaniz, Mr. Eladio Carrera, Mr. Victor Carrera, Ms. Lisa Eager, Ms. Alma Jimenez, Mr. Steve Nesbitt, Mr. Amin Rahme, Mr. Ricardo Ramirez, Mr. Joel Solis, and Ms. Ruth Anne Stanford.

Field Consultants provided very necessary assistance at evaluation sites. Their implementation and completion of tasks is to be admired. Special recognition goes to Dr. Louis Bohn, Tracy; Dr. Ignacio Córdova, Albuquerque; Mr. Ramiro García, Los Angeles; Dr. Frank Pino, Lansing; Dr. Tomás Rivera, San Antonio; Dr. Macario Saldate, Tucson; Ms. Arlene Sutton, Pueblo; and Mr. Bob Tipton, Edinburg. We also wish to thank the field agents and teachers who provided data for the research, and the principals and teachers whose schools and classes cooperated with all evaluation procedures.

The artwork for test instruments was performed by Mr. Andrés de León. Consultation and editing of Spanish instruments was provided by Ms. Lucía Elías-Olivares, consultant to the Language Development and Reading Program of the Southwest Educational Development Laboratory in Austin. We also appreciate the

assistance of Ms. Lillian Estrada, Ms. Susan McRae, Mr. José Medina-Pechardo, and Ms. Nancy de la Zerda for their efforts in aiding with formative and ad hoc studies.

A variety of individuals were consulted during the course of the project and deserve our thanks: Mr. Manuel Reyes Mazón, Institute for Cultural Pluralism, Albuquerque; Dr. Ed Cazavantes, U. S. Commission on Civil Rights, Washington; Dr. Ira Cisin, Social Research Group, Washington; Dr. Thomas Oakland, Professor of Educational Psychology, Austin; Ms. Beth Kennedy, Southwest Educational Development Laboratory, Austin; Dr. Paul Liberty, Professor of Educational Psychology and Director of the Measurement and Evaluation Center, Austin; Dr. Carl Larson, Professor of Speech, Denver; Ms. Juan Solis, Education Service Center, Region XIII, Austin; Mr. Reymundo Rodríguez, Hogg Foundation, Austin; Dr. Juan Rivera, Urban Research Group, Austin.

The support and advice of the Assistant Commissioner of Education with the Texas Education Agency, Dr. Severo Gómez, provided new perspectives for further studies. It is with sincere appreciation that we acknowledge his continued efforts to augment the series.

Additional staff members of the Center for Communication Research contributed to this evaluation by sharing their experienced knowledge in various areas of research. Most noteworthy among the staff whom we wish to applaud are Ms. Pam Knight, Mr. Nick Valenzuela, and Ms. Benné Willerman.

The combined multi-faceted talents of these people have sparked research activities which are described in this evaluation report.

ABSTRACT

This report is the culmination of the third year of research on the effects and usage of CARRASCOLENDAS, a children's bilingual television series. This year, the program was broadcast nationwide through the Public Broadcasting Service, and consequently, research was expanded into a national evaluation. The third year research was conducted in three components: a field experiment, various attitude surveys, and a process evaluation including a national utilization survey.

Eleven field experiment test sites were selected in six states. A viewer group and a nonviewer control group were selected at each site using grades kindergarten through second, and gain scores (score differences between pre- and post-tests) were compared between viewers and nonviewers. Scores were also compared among test sites. Gain scores showed a significant impact of the series on learning effects in History and Culture presented in Spanish. First graders showed a marked increase in English and Spanish Language Skills as a result of the program. The program seemed to have the most impact on first graders in several of the content areas presented (History and Culture, Self Concept, English Language Skills, Spanish Language Skills, and Math). Differences in gain scores were found among the various test sites.

Viewers in the second grade benefited the least from viewing the series, achieving significantly greater gains than nonviewers only in the Spanish content area of History and Culture and in English fluency. The series seemed to have the least impact in the Spanish content area of Science and Phoneme/Grapheme relations. The series also had practically no impact in terms of two types of language usage measures (language mixing and fluency) independent of the criterion referenced measures of language skills content areas. No significant differences were noted among viewer/nonviewer groups in terms of gains on language mixing scores. Nor did viewers achieve

significantly greater gains than nonviewers in Spanish fluency. In English fluency gains, only second grade viewers significantly benefited from viewing the series.

Surveys conducted in the third year evaluation elicited attitudes of teachers, parents, and children toward CARRASCOLENDAS. Attitudes of these various groups were positive toward the series and suggestions for specific program improvement were also given. The growth of pride in the Mexican culture and increased usage of the Spanish language were especially noted as being effects of watching the series.

The process evaluation noted improvement in the coordination of the various management components of the evaluation project.

An additional component gauged the extent of usage of CARRASCOLENDAS. A utilization survey was sent to principals in all United States elementary schools which have an enrollment of 10% or more Spanish-surnamed students. Of those principals who had seen or heard of the series, response was very favorable. However, a large percentage of respondents had not heard of the series or thought it to be unavailable in their area. Therefore, a salient shortcoming of the management process was in the dissemination of information on the availability of the program.

TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS.......... v

ABSTRACT.......... vii

LIST OF TABLES.......... xv

LIST OF FIGURES.......... xix

SECTION

I PROBLEM AND RESEARCH STRATEGIES.......... 1

Introduction.......... 1

Research Questions and Research Strategies.......... 2

Field Experiment.......... 2
Attitude Surveys.......... 3
Additional Studies.......... 4

II FIELD EXPERIMENT: OVERALL RESULTS.......... 7

Research Design.......... 7

Procedures.......... 8

Selection and Organization of Field Sites and Consultants.......... 8
Description of Site: Overall Generality.......... 12
Subjects.......... 13
Test Instruments.......... 14
Test Procedures.......... 19

SECTION Page

Scoring Procedures........................ 20
Types of Scores........................... 21

Data Analysis............................. 24

Pre-series Scores......................... 25
Post-test Data Analysis and Gain Scores.... 25

Results................................... 25

Effects of the Series in Terms of Overall Content......................... 25
Language Usage Results.................... 41

Summary................................... 47

III FIELD EXPERIMENT: SITE RESULTS.................. 49

Albuquerque Results....................... 49

Site Description.......................... 49
Monolingual Group Results................. 51
Bilingual Group Results................... 58

Edinburg Results.......................... 63

Site Description.......................... 63
Results................................... 64

Lansing Results........................... 71

Site Description.......................... 71
Results................................... 73

Los Angeles Results....................... 79

Site Description.......................... 79
Results................................... 80

SECTION Page

Pueblo Results.............................. 86

Site Description......................... 86
Mexican-American Group Results............. 88
Anglo Group Results...................... 97
Third Grade Results...................... 102

San Antonio Results......................... 107

Site Description......................... 107
Monolingual Group Results................ 108
Bilingual Group Results.................. 116

Tracy Results............................... 122

Site Description......................... 122
Results.................................. 123

Tucson Results.............................. 131

Site Description......................... 131
Results.................................. 133

IV TEACHERS' ATTITUDES.......................... 139

Procedures.................................. 139

Results..................................... 140

Pupil Description........................ 140
Television Viewing....................... 143
Teacher Description...................... 145
Teacher Guide Use........................ 147
Teacher Evaluations of the Series........ 149
Teacher Evaluations of Pupil Responses..... 151
Effects of CARRASCOLENDAS.................. 157
Results Excluding Texas Data............... 158
Summary.................................. 160

SECTION Page

V TEACHERS' EVALUATIONS OF PROGRAMS................. 163

Procedures.................................... 163

Site Characteristics.......................... 165

General Information...................... 165

Results....................................... 175

Program Ratings.......................... 175
Site Ratings for Combined Programs on Each Scale................................ 182
Comments................................. 190
General Remarks.......................... 191

Summary....................................... 191

Department of Mental Health and Mental Retardation, Travis State School, Austin, Texas.............................. 192

VI PARENTS' ATTITUDES............................... 195

Parent Attitude Survey........................ 195

Procedures............................... 195
CARRASCOLENDAS and Its Features........... 204

Pueblo Results................................ 212

Summary.................................. 213

VII CHILDREN'S ATTITUDES............................. 215

Procedures.................................... 215
Results....................................... 215

SECTION Page

Television Viewing........................ 216
Language Usage............................ 217
CARRASCOLENDAS Viewing.................... 221
Summary................................... 228

VIII A PILOT APPLICATION OF ADDITIONAL SELF CONCEPT MEASURES.................................. 231

Problem................................... 231

A Two Factor Definition................... 231

Method.................................... 233

Overview.................................. 233
Instrument Development.................... 233

Procedures................................ 242
Results................................... 242

Validity and Reliability.................. 246

Implications.............................. 246

IX AD HOC STUDIES.......................... 247

On the Relationship of Language Dominance and the Effects of Viewing CARRASCOLENDAS..... 247

Procedures................................ 248
Results and Conclusions................... 253

CARRASCOLENDAS III Formative Evaluations: Study 1.................................. 255

Purpose................................... 255
Method.................................... 255
Results and Conclusions................... 259

SECTION Page

X PROCESS EVALUATION.................................. 263

Management Component.......................... 263

Television Coordinator.................... 263
Curriculum Coordinator.................... 265
Field Relations Coordinator............... 268
Executive Producer........................ 271
Advisory Committee........................ 273
Evaluation Team........................... 274

Utilization Component......................... 281

Description............................... 281

Results....................................... 283

Characteristics of Responding Schools...... 283
Availability of CARRASCOLENDAS and Viewing Plans............................ 287
Reasons for Not Viewing.................... 291
Recommendations............................ 293

APPENDIXES.. 295

APPENDIX

A SUMMARY OF CARRASCOLENDAS III PROGRAMS............ 297

B OUTLINE OF INSTRUCTIONAL OBJECTIVES............... 331

C TEST QUESTIONS: SPANISH........................... 347
TEST QUESTIONS: ENGLISH........................... 362

D TEACHER DIARY COMMENTS............................. 371

E INSTRUMENTS....................................... 383

LIST OF TABLES

Table Page

1 CARRASCOLENDAS THIRD YEAR EVALUATION ABBREVIATED TIME LINE.................................... 10

2 COMPARISON OF OBJECTIVES PRESENTED AND TESTED IN THE SERIES.................................... 16

3 ALPHA COEFFICIENTS OF RELIABILITY OF SECOND AND THIRD YEAR TEST INSTRUMENTS.................. 18

4 INTERVIEWER RELIABILITY............................ 22

5 TEACHER/CLASSROOM TEST SITE INFORMATION (ALBUQUERQUE MONOLINGUAL GROUP)................... 52

6 TEACHER/CLASSROOM TEST SITE INFORMATION (ALBUQUERQUE BILINGUAL GROUP)..................... 53

7 TEACHER/CLASSROOM TEST SITE INFORMATION (EDINBURG)....................................... 65

8 TEACHER/CLASSROOM TEST SITE INFORMATION (LANSING).. 73

9 TEACHER/CLASSROOM TEST SITE INFORMATION (LOS ANGELES).................................... 81

10 TEACHER/CLASSROOM TEST SITE INFORMATION (PUEBLO)... 89

11 TEACHER/CLASSROOM TEST SITE INFORMATION (PUEBLO)... 91

12 TEACHER/CLASSROOM TEST SITE INFORMATION (PUEBLO)... 92

Table Page

13 TEACHER/CLASSROOM TEST SITE INFORMATION (SAN ANTONIO - MONOLINGUAL GROUP) 109

14 TEACHER/CLASSROOM TEST SITE INFORMATION (SAN ANTONIO - BILINGUAL GROUP) 110

15 TEACHER/CLASSROOM TEST SITE INFORMATION (TRACY) 124

16 TEACHER/CLASSROOM TEST SITE INFORMATION (TUCSON) 132

17 PARENT ATTITUDE SURVEY TIME LINE 198

18 SELF CONCEPT - TEST ITEMS 235

19 RESPONSES TO PERCEPTION ITEMS ON FORMATIVE TEST OF SELF CONCEPT 240

20 SELF CONCEPT PILOT TEST ITEM AVERAGE SCORES 243

21 DISCRIMINANT ANALYSIS OF PILOT TEST OF SELF CONCEPT 245

22 AVERAGE FLUENCY RATINGS IN RESPONSES TO SPANISH AND ENGLISH ITEMS AS COMPARED BY TEACHERS' CLASSIFICATION OF THE STUDENTS 250

23 RELATIONS OF VIEWING, ACTIVITIES AND LANGUAGE MEASURES WITH GAIN SCORES IN SPANISH AND ENGLISH ITEMS 251

24 SUMMARY OF RESULTS OF ANALYSES OF VARIANCE 260

25 PREFERENCE OF ART STYLES 261

26 CARRASCOLENDAS WORKSHOPS RESULTS 270

27 FIELD CONSULTANT EVALUATION RESULTS 276

Table Page

28 FIELD AGENTS EVALUATION RESULTS.................. 279

29 CHARACTERISTICS OF THE RESPONDENT SCHOOLS......... 284

30 USAGE OF CARRASCOLENDAS.......................... 288

31 NUMBER OF CLASSES VIEWING CARRASCOLENDAS ACCORDING TO GRADE LEVEL.......................... 290

32 REASONS FOR NOT VIEWING SERIES.................... 291

33 SOURCES OF INFORMATION ON AVAILABILITY OF SERIES.. 292

LIST OF FIGURES

Figure Page

1 CARRASCOLENDAS III CENTER FOR COMMUNICATION RESEARCH FLOW CHART.............................. 9

2 AVERAGE SCORES OF TEST SITES COMBINED, TOTAL (SPANISH).................................. 26

3 AVERAGE SCORES OF TEST SITES COMBINED, TOTAL (ENGLISH).................................. 28

4 AVERAGE SCORES OF TEST SITES COMBINED, SELF CONCEPT (SPANISH)............................ 30

5 AVERAGE SCORES OF TEST SITES COMBINED, SPANISH LANGUAGE SKILLS (SPANISH)................. 31

6 AVERAGE SCORES OF TEST SITES COMBINED, HISTORY AND CULTURE (SPANISH).................... 32

7 AVERAGE SCORES OF TEST SITES COMBINED, SCIENCE (SPANISH)................................ 33

8 AVERAGE SCORES OF TEST SITES COMBINED, PHONEME/GRAPHEME (SPANISH)....................... 34

9 AVERAGE SCORES OF TEST SITES COMBINED, MATH (SPANISH)................................... 35

10 AVERAGE SCORES OF TEST SITES COMBINED, SELF CONCEPT (ENGLISH)............................ 37

11 AVERAGE SCORES OF TEST SITES COMBINED, ENGLISH LANGUAGE SKILLS (ENGLISH)................. 38

Figure Page

12 AVERAGE SCORES OF TEST SITES COMBINED, HISTORY AND CULTURE (ENGLISH)........................ 39

13 AVERAGE SCORES OF TEST SITES COMBINED, SCIENCE (ENGLISH)........................ 40

14 AVERAGE SCORES OF TEST SITES COMBINED, LANGUAGE MIXING (SPANISH)........................ 42

15 AVERAGE SCORES OF TEST SITES COMBINED, LANGUAGE MIXING (ENGLISH)........................ 43

16 AVERAGE SCORES OF TEST SITES COMBINED, FLUENCY (SPANISH)........................ 45

17 AVERAGE SCORES OF TEST SITES COMBINED, FLUENCY (ENGLISH)........................ 46

18 AVERAGE SITE SCORES, ALBUQUERQUE MONOLINGUAL GROUP, SPANISH CONTENT SCORES........................ 54

19 AVERAGE SITE SCORES, ALBUQUERQUE MONOLINGUAL GROUP, ENGLISH CONTENT SCORES........................ 56

20 AVERAGE SITE SCORES, ALBUQUERQUE MONOLINGUAL GROUP, LANGUAGE USAGE SCORES........................ 57

21 AVERAGE SITE SCORES, ALBUQUERQUE BILINGUAL GROUP, SPANISH CONTENT SCORES........................ 59

22 AVERAGE SITE SCORES, ALBUQUERQUE BILINGUAL GROUP, ENGLISH CONTENT SCORES........................ 61

23 AVERAGE SITE SCORES, ALBUQUERQUE BILINGUAL GROUP, LANGUAGE USAGE SCORES........................ 62

24 AVERAGE SITE SCORES, EDINBURG GROUP, SPANISH CONTENT SCORES........................ 66

Figure | Page

25 AVERAGE SITE SCORES, EDINBURG GROUP, ENGLISH CONTENT SCORES.............................. 68

26 AVERAGE SITE SCORES, EDINBURG GROUP, LANGUAGE USAGE SCORES.............................. 69

27 AVERAGE SITE SCORES, LANSING GROUP, SPANISH CONTENT SCORES.............................. 74

28 AVERAGE SITE SCORES, LANSING GROUP, ENGLISH CONTENT SCORES.............................. 76

29 AVERAGE SITE SCORES, LANSING GROUP, LANGUAGE USAGE SCORES.............................. 77

30 AVERAGE SITE SCORES, LOS ANGELES GROUP, SPANISH CONTENT SCORES.............................. 82

31 AVERAGE SITE SCORES, LOS ANGELES GROUP, ENGLISH CONTENT SCORES.............................. 83

32 AVERAGE SITE SCORES, LOS ANGELES GROUP, LANGUAGE USAGE SCORES.............................. 85

33 AVERAGE SITE SCORES, PUEBLO MEXICAN-AMERICAN GROUP, SPANISH CONTENT SCORES..................... 93

34 AVERAGE SITE SCORES, PUEBLO MEXICAN-AMERICAN GROUP, ENGLISH CONTENT SCORES..................... 95

35 AVERAGE SITE SCORES, PUEBLO MEXICAN-AMERICAN GROUP, LANGUAGE USAGE SCORES...................... 96

36 AVERAGE SITE SCORES, PUEBLO ANGLO GROUP, SPANISH CONTENT SCORES.............................. 98

37 AVERAGE SITE SCORES, PUEBLO ANGLO GROUP, ENGLISH CONTENT SCORES.............................. 99

Figure Page

38 AVERAGE SITE SCORES, PUEBLO ANGLO GROUP, LANGUAGE USAGE SCORES 101

39 AVERAGE SITE SCORES, PUEBLO THIRD GRADE GROUP, OVERALL CONTENT SCORES 103

40 AVERAGE SITE SCORES, PUEBLO THIRD GRADE GROUP, LANGUAGE MIXING SCORES 104

41 AVERAGE SITE SCORES, PUEBLO THIRD GRADE GROUP, LANGUAGE FLUENCY SCORES 106

42 AVERAGE SITE SCORES, SAN ANTONIO MONOLINGUAL GROUP, SPANISH CONTENT SCORES 112

43 AVERAGE SITE SCORES, SAN ANTONIO MONOLINGUAL GROUP, ENGLISH CONTENT SCORES 114

44 AVERAGE SITE SCORES, SAN ANTONIO MONOLINGUAL GROUP, LANGUAGE USAGE SCORES 115

45 AVERAGE SITE SCORES, SAN ANTONIO BILINGUAL GROUP, SPANISH CONTENT SCORES 117

46 AVERAGE SITE SCORES, SAN ANTONIO BILINGUAL GROUP, ENGLISH CONTENT SCORES 118

47 AVERAGE SITE SCORES, SAN ANTONIO BILINGUAL GROUP, LANGUAGE USAGE SCORES 120

48 AVERAGE SITE SCORES, TRACY GROUP, SPANISH CONTENT SCORES 126

49 AVERAGE SITE SCORES, TRACY GROUP, ENGLISH CONTENT SCORES 128

50 AVERAGE SITE SCORES, TRACY GROUP, LANGUAGE USAGE SCORES 129

Figure Page

51 AVERAGE SITE SCORES, TUCSON GROUP, SPANISH CONTENT SCORES.................................... 134

52 AVERAGE SITE SCORES, TUCSON GROUP, ENGLISH CONTENT SCORES.................................... 135

53 AVERAGE SITE SCORES, TUCSON GROUP, LANGUAGE USAGE SCORES...................................... 136

54 PROGRAM RATING SHEET............................... 164

55 AVERAGE PROGRAM RATINGS: FACILITATION OF LEARNING ACTIVITIES............................. 176

56 AVERAGE PROGRAM RATINGS: COMPARISON WITH OTHER PROGRAMS.................................. 177

57 AVERAGE PROGRAM RATINGS: APPROPRIATENESS OF CONTENT... 178

58 AVERAGE PROGRAM RATINGS: APPROPRIATENESS OF LANGUAGE..................................... 179

59 AVERAGE PROGRAM RATINGS: VERBAL PARTICIPATION WHEN PROMPTED BY PROGRAM........................ 180

60 AVERAGE PROGRAM RATINGS: CHILDREN'S INTEREST..... 181

61 ALBUQUERQUE RATINGS OF CARRASCOLENDAS............. 183

62 EDINBURG RATINGS OF CARRASCOLENDAS................ 184

63 LANSING RATINGS OF CARRASCOLENDAS................. 185

64 LOS ANGELES RATINGS OF CARRASCOLENDAS............. 186

65 SAN ANTONIO RATINGS OF CARRASCOLENDAS............. 187

66 TRACY RATINGS OF CARRASCOLENDAS................... 188

Figure Page

67 TUCSON RATINGS OF CARRASCOLENDAS.................. 189

68 TRAVIS STATE SCHOOL RATINGS OF CARRASCOLENDAS..... 193

69 PICTORIAL ATTITUDE MEASURE......................... 239

70 RESEARCH DESIGN..................................... 257

71 ATTITUDE MEASURE.................................... 258

SECTION I

PROBLEM AND RESEARCH STRATEGIES

Introduction

CARRASCOLENDAS is a thirty program series which is designed as a television component to complement bilingual instructional programs for Mexican-American children. The series is in its third year of production and dissemination.

The goal of the project is to provide instruction through television, emphasizing areas which present learning difficulties for children whose first language is Spanish. Special attention is given to those areas which can be dramatized in a television presentation by methods and resources which are not available to the individual classroom teacher. Instruction is provided through the use of songs, puppets, marionette actors, films, animation, and other characters. Television segments are presented in color.

A secondary goal is to provide supportive materials through which the teacher can integrate the content of the series into her daily instructional curriculum. The Teacher Guide, compiled by the CARRASCOLENDAS curriculum staff, provides an outline of the content of each of the 30 programs. Games, exercises, visual materials, and lyrics for CARRASCOLENDAS songs are included.

This report describes the evaluation of the third year series. The primary objective of the third year evaluation was to assess the learning effects of the program series on children who were representative of the target population. The secondary objective of the evaluation was to identify attitudes toward the series held by children representative of the target population and the teachers and parents of such children. A third objective was the completion of selected ad hoc studies, including formative evaluation, the evaluation of language dominance, and a pilot test of self concept.

Sections II and III of the report describe the procedures and results of the field experiment; Sections IV, V, VI, and VII describe the attitude surveys; and Sections VIII and IX describe the additional studies. Section X also provides a report on the process evaluation which includes management and utilization components.

Research Questions and Research Strategies

Field Experiment

Research Question

The third year field experiment activities focus upon two major questions: (1) What are the effects of viewing CARRASCOLENDAS when such effects are gauged relative to the instructional objectives of the series? (2) What is the generality of the effects of viewing CARRASCOLENDAS when such effects are gauged on Mexican-American children in different areas of the United States?

Research Strategy

Viewer and nonviewer samples of the target population were selected at each of eleven test sites across the nation. Effects of the series upon children in each of these test populations were assessed in terms of pre-series and post-series criterion referenced measurements, where the measurements represented samplings of the instructional objectives of the series. Gain scores derived from the pre-series and post-series measurements were subjected to analysis of variance in order to evaluate the impact of the program on viewer children as compared with nonviewer children.

Attitude Surveys

Teachers' Attitudes

Research Question

The Teacher Questionnaire was designed to elicit information regarding the general opinions and use of the series by teachers in different grade levels.

Research Strategy

A survey instrument was constructed, based on instruments used in past evaluation studies. The instrument was mailed to teachers, along with self-addressed, stamped return envelopes. Responses were tabulated for presentation in frequency tables.

Teachers' Evaluation of Programs

Research Question

The Teacher Diary requested the opinions of teachers on a program-by-program basis. Rating scales were provided for ranking appropriateness of content and language, comparisons with other programs, facilitation of learning activities, and pupils' verbal participation and interest level for each of the 30 programs.

Research Strategy

Teacher Diaries were distributed to teachers by the Field Consultants at all test sites. Responses were periodically mailed to the evaluation staff who computed response frequency tables.

Parents' Attitudes

Research Question

The questions of interest in the Parent Attitude Survey related to the extent of knowledge about the series and opinions of its utility.

Research Strategy

Parents were surveyed through telephone calls by interviewers at the test sites. Interviewers used a survey instrument developed by the evaluation staff. Frequencies of responses were tabulated by site and in total.

Children's Attitudes

Research Question

Questions directed to the children focused on the location of viewing, general opinion of the series, and opinions regarding specific production techniques such as films, songs, or puppets.

Research Strategy

Child Attitude Surveys were administered directly to the children in the field experiment by the test interviewers. Responses were tabulated and cast into frequency tables.

Additional Studies

Self Concept

Research Question

What is the applicability of a measure of self concept based on conceptual definitions in contrast to the criterion referenced measure incorporated in the field experiment?

Research Strategy

The strategy was to construct an initial pool of test items based on conceptual definitions of self concept, evaluate responses to this initial pool of items, select items from this pool for a pilot test instrument, and administer the pilot test to all children in the field experiment. The responses to the pilot test instrument were subsequently analyzed to determine the degree to which the pilot test discriminated viewers of the series from nonviewers.

Language Dominance Study

Research Question

What is the relationship between the language dominance of a child and the effect of viewing CARRASCOLENDAS?

Research Strategy

Based upon data obtained in the second year evaluation of CARRASCOLENDAS, an index score of language dominance was computed for each child from ratings of the child's fluencies in Spanish and English. These language dominance scores were subsequently compared in a correlation design to the child's gain scores on Spanish and on English tests.

Formative Study

Research Question

The questions of interest in the formative study related to the children's reactions to film narrations, and art and music styles.

Research Strategy

Instruments designed to measure attitudes, recognition, and comprehension were constructed specifically for use in this study and administered to subjects representative of the target population. Responses to these instruments were analyzed to determine the presence of significant differences among groups.

Process Evaluation

Research Question

The process evaluation was a study of the operational procedures of the various components involved in producing

CARRASCOLENDAS. Two major components constituted the process evaluation--management and utilization.

Research Strategy

In the management component, researchers compared role delineations as outlined by the project proposal and the existing functions being performed by staff members. Recommendations were made as a result of these comparisons.

The utilization component consisted of a survey conducted among public schools in the United States having 10% or more Spanish-surnamed children in kindergarten, first, second, and third grades. Responses were analyzed to identify schools viewing CARRASCOLENDAS, and those schools not viewing or lacking information regarding the series.

SECTION II

FIELD EXPERIMENT: OVERALL RESULTS

The field experiment is reported in two sections. Section II, below, describes the procedures for the experiment and the overall results and analyses. Detailed site descriptions, results, and analyses for each test site individually are reported in Section III.

Research Design

The third-year evaluation activities focused upon two major questions:

(1) What are the effects of viewing CARRASCOLENDAS when such effects are gauged relative to the instructional objectives of the series?

(2) What is the generality of the effects of viewing CARRASCOLENDAS when such effects are gauged on Mexican-American children in different areas of the United States?

In order to answer the two principal research questions, viewer and nonviewer samples of the target population were selected at each of eleven test sites in eight cities across the nation. Two test cities were selected in each of the states of California and Texas, and one test city was selected in each of the states of Arizona, Colorado, Michigan, and New Mexico. The selection and organization of these sites is discussed in further detail below.

Effects of the program upon children in each of these test populations were assessed in terms of pre-series and post-series criterion referenced measurements, where the measurements represented samplings of the instructional objectives of the series. The contrast between measures obtained from the two groups of viewer and nonviewer children at each test site was the chief strategy for evaluating the impact of the series. The generality of viewer/nonviewer differences was then tested across the different population samples.

Test items on the criterion referenced measurements were drawn from the instructional objectives of the entire program series. Objectives in the Spanish content area included those of Self Concept, Spanish Language Skills, Science, History and Culture, Phoneme/Grapheme, and Math. Objectives in the English content area included Self Concept, English Language Skills, Science, and History and Culture.

Effects of the program were judged in terms of (1) gains in test scores on the instructional objectives as a total, (2) gains in terms of instructional objectives partitioned into the various content areas of instruction, (3) gains in terms of fluency of use of Spanish and English in the interview test situation, and (4) gains in terms of language mixing and usage.

Data derived from the criterion referenced measurements were subjected to various analyses of variance designs. Data analysis and results are discussed in further detail below.

Procedures

Selection and Organization of Field Sites and Consultants

An Operating Procedures manual was designed to define specific roles and duties of the evaluation staff and to establish schedules for implementation of the different activities. (See Figure 1 and Table 1.)

The third year project proposal suggested locations for possible field sites. Interaction with members of the Center for Communication Research, the U. S. Office of Education, and the U. S. Commission on Civil Rights provided

FIGURE 1

CARRASCOLENDAS III CENTER FOR COMMUNICATION RESEARCH FLOW CHART

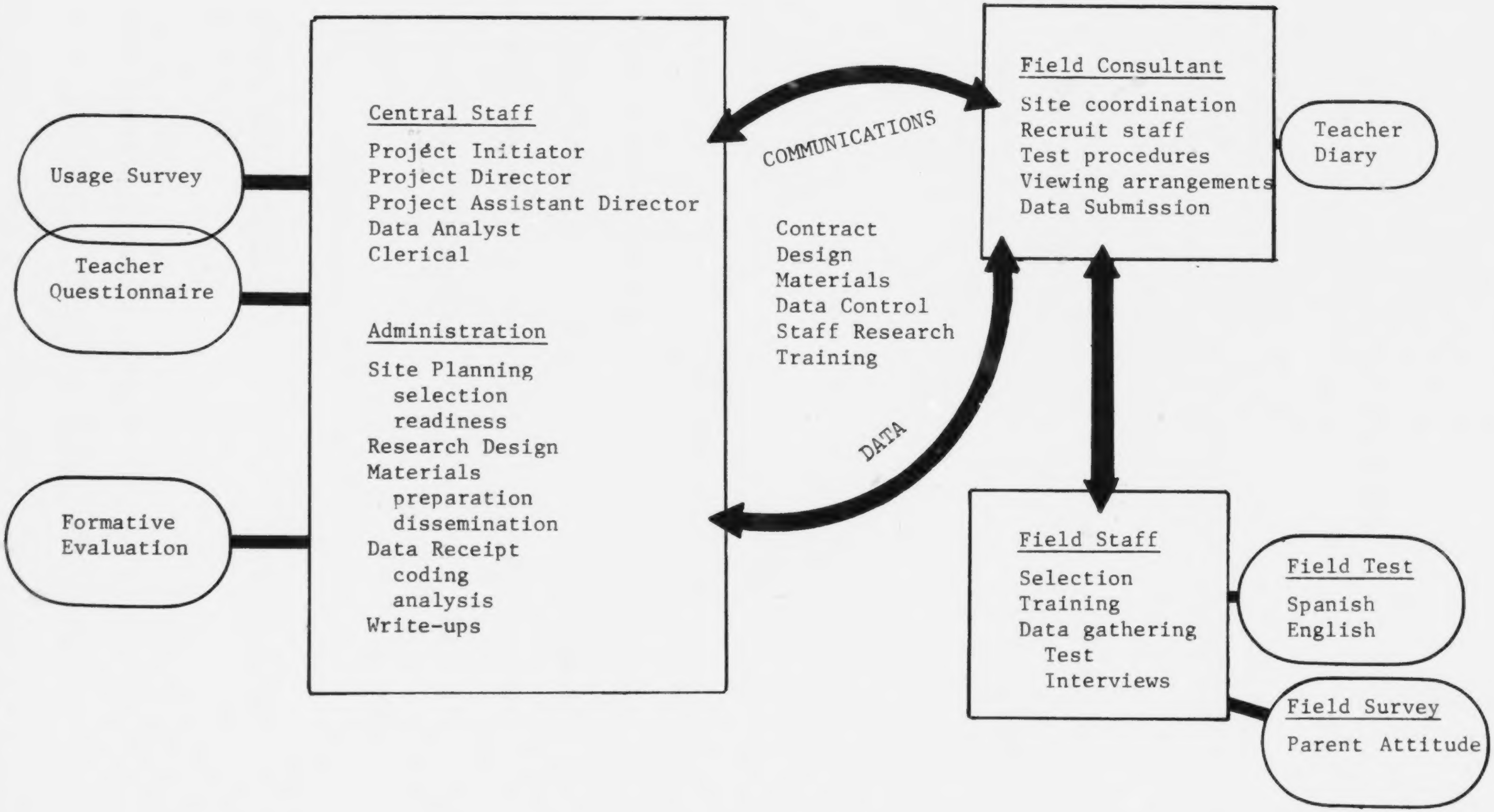

Usage Survey
Teacher Questionnaire
Formative Evaluation
Central Staff
Project Initiator
Project Director
Project Assistant Director
Data Analyst
Clerical
Administration
Site Planning
selection
readiness
Research Design
Materials
preparation
dissemination
Data Receipt
coding
analysis
Write-ups
COMMUNICATIONS
Contract
Design
Materials
Data Control
Staff Research
Training
DATA
Field Consultant
Site coordination
Recruit staff
Test procedures
Viewing arrangements
Data Submission
Teacher Diary
Field Staff
Selection
Training
Data gathering
Test
Interviews
Field Test
Spanish
English
Field Survey
Parent Attitude

TABLE 1

CARRASCOLENDAS THIRD YEAR EVALUATION ABBREVIATED TIME LINE

Completion Date	Performance
1972	
July 28	Selection of school at each site and completion of television viewing details
August 4	Field consultants meeting, Austin
September 18	Pretesting *begins*
October 9	Series *begins*
	Teacher Diary Survey *begins*
	Pretesting data returned
October 16	Usage Survey *begins*
October 27	Teacher Questionnaire Survey *begins*
November 6	Parent Attitude Survey *begins*
November 10	Usage Survey data returned
December 1	Parent Attitude Survey data returned
December 4	Post-testing *begins*
	Series ends
December 20	Teacher Diary Survey data returned
	Post-test data returned
1973	
January 31	Teacher Questionnaire Survey data returned

a means for contacting educators throughout the United States, specifically in designated states (Arizona, California, Colorado, Michigan, New Mexico, and Texas) to act as Field Consultants. By the first week in August, Field Consultants had been recruited, and they had established liaison (1) with the local television station to air the series and (2) with specific schools for conducting the field experiments. A major problem encountered during this period was locating individuals to act as Field Consultants and contacting school personnel for cooperation in the evaluation procedures. Also, local television program schedules had often been completed, and the cooperation of the station manager was sought to alter scheduling so as to include CARRASCOLENDAS during school hours. Individuals in all areas whose authority was needed were often on vacation. Therefore the task of having all elements functioning similarly throughout the country was extremely difficult. But, it was eventually accomplished.

Consultants met with evaluators during the second week in August for further delineation of activities to be performed. They viewed a sample program of CARRASCOLENDAS and were supplied with sample instruments as well as detailed procedures for hiring field agents and for instructing them in interview and scoring techniques. The schedule specified implementation and completion dates, and Field Consultants were fully responsible for the performance of all duties. Evaluators were available to all sites upon request, and Denver and Tucson were visited prior to pretesting. The consultant at Denver, however, did not follow through with his assignment and was discharged from the project. Pueblo was chosen as an alternate site to provide information from the Colorado area.

Pretesting at most sites was completed prior to initial viewing of the series. However, due to the diversified dates of the first day of school, there was as much as two weeks difference in site viewing of programs. The first program was broadcast on October 2 in San Antonio and on October 16 in Los Angeles. Therefore, some sites viewed all 30 programs prior to post-testing whereas, post-testing commenced after viewing of 27 programs at other sites. All post-testing was completed prior to the December holidays in order to eliminate the time factor regarding retention of material learned.

Generally, once school systems were informed of evaluation procedures, cooperation was excellent. Lansing was the only site which did not have sufficient subjects for testing at all three grade levels. Principals and teachers, for the most part, were very helpful in distributing materials and completing information forms.

Description of Site: Overall Generality

Test cities and sites were chosen in cooperation with the Education Service Center, Region XIII and were as follows:

Albuquerque, New Mexico
Edinburg, Texas
Lansing, Michigan
Los Angeles, California
Pueblo, Colorado
San Antonio, Texas
Tracy, California
Tucson, Arizona

Two test sites were chosen in each of California and Texas, the two most populous states in terms of Mexican-American communities, to compare results between urban and rural areas. The Michigan site represented children of migrant families. Further, Albuquerque and San Antonio each had two test sites for comparing children involved in a bilingual classroom curriculum versus children in a monolingual (English) curriculum. The Pueblo site had two additional components in that third grade Mexican-American children, as well as children from kindergarten, first, and second grades, and a group of Anglo children of the same grade levels were tested.

Most sites had bilingual programs which were funded by Title VII. Those schools not having bilingual programs were located in Lansing, Pueblo, and Tracy. Teachers were generally fluent in Spanish. Those teachers whose fluency in Spanish was limited, or who spoke English only, were located at those schools that did not participate in bilingual programs.

The average school enrollment at test sites was 534, with the smallest school being in Lansing (215) and the largest, in San Antonio (972). All sites, with the exception of Lansing and Tracy, had an enrollment of 75% or more Mexican-American children. At these two sites there was an average enrollment of 27% Mexican-American children.

Of the 16 test site schools involved in the evaluation, the approximate annual income of families in 13 of those schools was $1,000-4,999. The remaining three schools, located in Lansing and Tracy, had approximate annual family incomes of $5,000-9,999.

Viewing times of CARRASCOLENDAS varied throughout the sites, with most sites viewing the series between 9:00 a.m. and 12:30 p.m. Two sites, Albuquerque and Pueblo, had air times of 2:30 p.m. and 2:00 p.m. respectively, and teacher comments definitely indicated displeasure with afternoon viewing of the series. San Antonio and Tucson were the only sites whose classes viewed CARRASCOLENDAS in color; all others viewed in black and white.

Subjects

Mexican-American children in kindergarten, first, and second grades at each of 11 test sites were tested by means of a pre-series and a post-series measurement. These children were further divided into groups of viewers and nonviewers. The Pueblo site, however, also included children in the third grade.

All children tested were further differentiated as to participation in bilingual or monolingual classroom curricula. Albuquerque and San Antonio had two test sites each, one site having subjects in bilingual programs and one site having subjects in monolingual programs. Of the remaining sites, subjects at Edinburg, Los Angeles, and Tucson participated in bilingual programs, and subjects at Lansing, Pueblo, and Tracy participated in monolingual classroom programs.

The Pueblo site had an additional group of Anglo subjects in kindergarten, first, second, and third grades who received the post-test measurement only in Spanish, although both pre and post-tests in English were administered.

The original number of subjects pretested was designated as 525 viewers and 175 nonviewers. This amounted to 15 viewers and 5 nonviewers from each grade level at each site. Post-test measurements were to be completed with 12 viewer and 4 nonviewer subjects from every grade level for an expected total of 420 viewers and 140 nonviewers from the overall population. The smaller number assigned for post-test completion was designed to allow for illness and/or transfers from the school. Researchers obtained information regarding school absences of viewer children. If any subject did not view ten of the first 27 programs (only objectives presented in the first 27 programs were tested), he was eliminated from the analysis. Elimination of these subjects reduced the total number of viewers post-tested for statistical comparison. The experiment was completed by a total of 340 viewer (experimental) and 106 nonviewer (control) subjects in Spanish and 341 viewers and 106 nonviewers in English.

Test Instruments

As stated in the project proposal, the effects of the series were to be assessed in terms of pre-series and post-series measurements. These measurements represented samplings of the instructional objectives of CARRASCOLENDAS. The curriculum staff for the Education Service Center, Region XIII prepared the original set of objectives which was presented to the production staff. A total of 357 objectives (Self Concept, 27; History and Culture, 27; Phoneme/Grapheme, 117; Spanish Language Skills, 48; English Language Skills, 42; Math, 37; Science, 59) were designed. Of these, the production staff incorporated 291 objectives in the series (Self Concept, 23; History and Culture, 13; Phoneme/Grapheme, 117; Spanish Language Skills, 30; English Language Skills, 37; Math, 28; Science, 43). Phoneme/Grapheme, Spanish Language Skills, and Math were treated exclusively in Spanish, and English Language Skills were treated exclusively in English. Self Concept, Science, and History and Culture were treated in both languages, with one objective sometimes treated twice--once in Spanish and once in English, while another objective might have been treated in one language only. Of the 13 History and Culture objectives, nine were treated in Spanish and five in English. Three Self Concept objectives were presented in Spanish and 14 were presented in English, with six additional objectives combined with the three Spanish presentations. Five Science objectives were presented in Spanish, 27 in English, and 11 additional objectives were combined in some of the Spanish and English presentations with most of these in Spanish.

The series was 14 hours, 17 minutes and 13 seconds long. The 291 objectives treated in the series were presented in 14 hours, 5 minutes, and 53 seconds. The remaining time was allowed for segments which had no instructional objective, but provided information such as the pronunciation of the series and/or a general introduction to the series.

Again, test instruments were designed by developing test questions from the instructional objectives treated in CARRASCOLENDAS. Both English and Spanish versions of the test instruments were designed to correspond with items treated exclusively in English or exclusively in Spanish. A total of 44 objectives were tested in Spanish, and 30 objectives were tested in English. The amount of time allotted to the presentation of the number of listed items is designated in Table 2. Table 2 also allows for a comparison of the number of objectives presented by the curriculum staff and the number of objectives treated in the series. A copy of each test question with an abbreviated form of the instructional objective, the program number(s), the title of the segment(s) in which the objective is treated, the method of presentation(s), and the length of the presentation(s) appears in Appendix C.

Since the series used during the third year evaluation was a re-edited version of the second year series, the majority of the segments in the series remained the same. Many of the test questions that had been used during the second year evaluation, therefore, were appropriate for use in the third year test instruments. Several considerations, however, governed selection of the items for use on the third year test and the construction of new items. Since testing sessions had been longer than desired in the second year evaluation, the overall length of each test was reduced. Some program segments had been eliminated from the series necessitating the elimination of test items referring to these segments. Also, post-testing for the third year evaluation occurred prior to airing of the

TABLE 2

COMPARISON OF OBJECTIVES PRESENTED AND TESTED IN THE SERIES

Content Areas	Number of Objectives Presented by the Curriculum Staff	Number of Objectives Incorporated in the Series by the Production Staff				Number of Objectives Tested		Time Allotted in Series to Objectives Presented		Time Allotted in Series to Tested Objectives	
		Spanish	English	Extra	Total	Spanish	English	Spanish	English	Spanish	English
History Culture	27	9	5		13	7	5	2:20:44	28:58	1:09:59	21:26
Self Concept	27	3	14	6	23	5	6	17:59	59:22	17:59	9:02
Science	59	5	27	11	42	4	10	20:59	2:03:48	14:11	49:59
Spanish	48	12				10		40:52		24:19	
English	42		32				11		3:28:12		1:30:36
Math	37	28				9		43:57		18:10	
Phoneme Grapheme	117	117				36		2:43:53		59:41	

last three programs in the series at some sites. Therefore items relating to these programs were eliminated. All Math items were also eliminated from the English test since all Math instruction in the program series was in Spanish. Math items had been included in the second year English test to allow investigation of the generalization of instruction from one language to the other.

After elimination of items necessitated by changes in the program series, remaining items on the second year test instrument were examined for possible retention in the third year test. An effort was made to improve the reliability of the entire test as well as the reliability of the subtest for each content area on both the Spanish and the English test instruments. One useful measure of the consistency of a test is the alpha coefficient of reliability. This coefficient, which can range from 0 to 1.0, gives an estimate of such qualities of the test as to whether the test differentiates high scorers clearly from low scorers and whether the test is internally consistent. Alpha coefficients of reliability were computed for the total test and for the content area subtests for both the second year and third year evaluation instruments; these coefficients are presented in Table 3. As can be seen from Table 3, the reliability of the entire test was high on both pre and post administration of both the English and Spanish tests for the second year and for the third year evaluation. Reliability coefficients of the content area subtests, as expected because of test lengths, ranged from a low of .25 to a high of .89 for the second year instrument. While the entire test has high reliabilities, the reliability coefficients of some content area subtests in the second year instruments were lower than desirable. In constructing the third year test instruments, an effort was made to improve the reliability coefficients of these subtests, while retaining the high reliability of the total test. As can be seen from Table 3, this effort was largely successful, resulting in a range of reliability coefficients on the third year test instruments from a low of .51 to a high of .91.

As a result of the selection process, 37 items were selected for retention from the second year English test instrument and 36 from the second year Spanish test instrument.

TABLE 3

ALPHA COEFFICIENTS OF RELIABILITY OF SECOND AND THIRD YEAR TEST INSTRUMENTS

	Self Concept	History Culture	Language Skills	Science	Phoneme Grapheme	Math	Total
				Third Year			
SPANISH							
Pre	.81	.91	.68	.53	.87	.90	.96
Post	.80	.89	.81	.51	.85	.87	.96
ENGLISH							
Pre	.63	.80	.51	.84			.90
Post	.66	.83	.55	.86			.92
				Second Year			
SPANISH							
Pre	.80	.42	.76	.73	.73	.74	.90
Post	.82	.25	.75	.57	.76	.62	.88
ENGLISH							
Pre	.68	.34	.85	.80		.78	.93
Post	.80	.55	.89	.89		.83	.96

A few items were slightly reworded because they had appeared awkward when used in the second year testing situation. Finally, some items were added to the third year test instrument so that these instruments would more accurately reflect those revisions incorporated in the third year program series. These additions resulted in a Spanish test of 56 items and an English test of 44 items.

Test Procedures

Children at all sites were tested individually in Spanish and English with three or more days elapsing between tests. Interviews were conducted by individuals who were fluent in the language of the test administered. Pretesting commenced approximately two weeks prior to the air date of Program 1, and post-testing generally followed viewing of Program 30. However, due to air date variations, some post-testing was begun after Program 27. Test instruments were designed with this possibility in mind, and did not include items treated exclusively in the last three programs of the series.

After Consultants met with evaluators, they engaged field agents who executed interviews for data collection. Agents were trained in interview techniques to be conducted with children for gathering field experiment data, and with parents for the telephone survey eliciting attitude data. It was recommended that all agents spend time in the classrooms prior to testing and that they conduct two or three sample interviews with children who were not subjects in the experimental design.

Tests were to be administered in relatively secluded areas of the school in order that children focus their attention on the test items. However, some sites had difficulty in securing good locations where there were few interruptions (see Table 28, Section X).

Efforts were made throughout the interview situation to maintain a relaxed atmosphere, and any additional remarks addressed to individual children were made in the same language as the test being conducted.

Each question was read aloud to the child and the response was scored on the test pamphlet as outlined in the Scoring Procedures provided for each test.

Scoring Procedures

Field agents were provided with detailed instructions for scoring those questions which might elicit a variety of responses. The scoring instructions were supplied in the language of the test to which they applied (Procedures for Scoring the English Test and Procedimientos para marcar el examen en español).

Responses to test items were scored in two ways: content and language usage. Content scores were differentiated as follows: a perfect response (weighted as a "4"), a prompted response (weighted as a "3"), a partial response (weighted as a "2"), and an incorrect or no response (weighted as a "1"). The "Scoring Procedures" instructions could be used as references whenever discrepancies arose in order to standardize field agent scoring.

Language usage was differentiated as follows: a response in the interview language (weighted as a "3"), a response mixing Spanish and English (weighted as a "2"), a response in the opposite language (weighted as a "1"), and no verbal response (weighted as a "0").

The test instruments were designed with numeric scores for content and language on each item (Appendix E). The interviewer circled the number which defined the child's response. These numbers were then hand coded to provide data for computation of individual scores.

In order to determine the accuracy of scoring among all field agents, researchers developed an instrument to measure the reliability of scoring. An Interviewer Reliability Form (Table 4) was included with the Field Agent Evaluation Form (described in Section X). The form consisted of six test questions. Each question also gave a hypothetical child's response. The interviewer was required to mark the score he/she would give the child in each test question. The number of interviewer responses indicated for each score is shown in parentheses. The number of interviewers not responding to the question is indicated as NR. The correct scoring for each question is marked with an asterisk. Neither instrument required the identification of the interviewer in hopes that both forms would be completed without distortion. Forms were identified by site, however, by checking postmarks (whenever possible) upon receipt.

The results provided evidence of generally reliable uniformity among sites. However, two Spanish field agents in Albuquerque scored at least half of the items wrong, making results from that site somewhat questionable. The Edinburg, Lansing, and San Antonio sites each had two responses marked wrong.

No Field Agent Evaluation or Interviewer Reliability forms were received from Pueblo. No estimation can be made as to the reliability of scoring at that site.

A few responses were received which could not be identified according to site due to missing postmarks.

Evaluators reviewed all instruments prior to coding, and those items requiring performance from the child were checked against scored results; adjustments were made if necessary.

Types of Scores

Each child had a variety of scores which represented his responses in the Spanish and in the English interviews. These scores were calculated for both the pretests and the post-tests. The scores included:

(1) average total score; the average score on a one-to-four scale on all items in a particular test.

(2) Self Concept score; the average score on items pertaining to the content area of Self Concept.

(3) History and Culture score; the average score on items pertaining to the content area of History and Culture.

TABLE 4

INTERVIEWER RELIABILITY

1. If you asked a child to color 1/3 of a circle (divided into thirds), and he colored 2/3 of the circle, you would score:[1]

   4   3   2(2)   *1(11)   NR = (4)

2. When you ask the child "What is your address?", and he responds with the name of the city; and, when you repeat the question again, he does not respond further, you would score:

   4   3   2(2)   *1(14)

3. If a child is being tested on an objective of the use of on, you ask him, "Where is the boy riding?" (visual of a boy on a bus), and he responds "to school" or "to the store," and you ask, "Yes, but where is he?" and he responds, "in the bus," you would score:

   4   3   2(2)   *1(13)   NR = (1)

4. If to the same question (3) after following the same procedure, he responds by answering, "on the bus," you would score:

   4(1)   *3(13)   2(1)   1   NR = (1)

5. If you ask the child "What languages do you speak?", and he only responds, "English" (on further checking you discover that he does not speak Spanish), you would score:

   *4(13)   3   2(2)   1(1)

TABLE 4 (Continued)

---

6. If a child is asked the name of his parents, and he does not respond, you would score:

[a]Content: 4 3 2 1(3) Language: 3(3) 2 1

OR

*Content: 4 3 2 1(13) Language: No mark in language column

I conducted the test interview in (circle one):

Spanish	English
(9)	(7)

---

[1] Content: 4 - perfect
3 - prompted
2 - partial
1 - wrong; none

[2] Language: 3 - language of interview
2 - mixed
1 - other language

*Correct score for each item. Number of interviewer responses indicated in parentheses. NR indicates no response.

(4) Language Skills items; the average score on items pertaining to the content area of Language Skills.

(5) Science; the average score on items pertaining to the content area of Science.

Two additional scores were also computed for the Spanish interview test on content areas which were treated only in Spanish:

(6) Phoneme/Grapheme score; the average content score of items pertaining to the content area of Phoneme/ Grapheme relations.

(7) Math score; the average content score of items pertaining to the content area of Math.

Language scores were also computed, including:

(8) Language Mixing score; the average score on a zero-to-three scale of the degree to which the child responded in the correct or opposite language of the test interview, or in both Spanish and English mixed.

(9) Language Fluency score; a rating on a one-to-four scale of the child's overall fluency in the test interview language. This score was assigned on each pretest or post-test by the test interviewer.

Data Analysis

All item scores marked by test interviewers on pretest and post-test instruments were transferred to punched cards for subsequent scoring by a computer program. Content scores, language mixing scores, and gain scores, outlined in the summary discussion of types of scores, were computed by the computer program. These scores were then subjected to analysis-of-variance for viewer/nonviewer comparisons.

Pre-series Scores

Pretest data are not summarized in this report because they can be observed indirectly in the results data which is subsequently presented. The important role of the pretest was to serve as a basis for calculating gain scores. Gain scores were calculated by subtracting pre-series test scores from scores on tests given after the series. It was reasoned that since viewer and nonviewer groups were otherwise comparable, differences between viewer and nonviewer groups on average gain could be attributed to the effects of viewing the television series. We would expect, accordingly, larger gains in the viewer groups than in corresponding nonviewer groups.

Post-test Data Analysis and Gain Scores

Post-test scores were calculated according to the same procedures as used for pretests. Post-test scores and pretest scores were entered into a computer program which subtracted from each post-test score the comparable pretest score, thus yielding a gain score. The principal focus for assessing the results of the field experiment was upon the gain scores. Gain scores were subjected to a series of one-way analyses-of-variance in order to determine, on each of the measures applied in the study, if the viewer/nonviewer group differed in terms of score gain. Again, if such gains were statistically different, this provided a basis for interpreting an effect of viewing the series.

Results

Overall results include scores of Mexican-American viewer and nonviewer subjects in kindergarten, first, and second grades at all sites. Pueblo third grade subjects and Anglo subjects are not included. These particular Pueblo results are discussed in Section III.

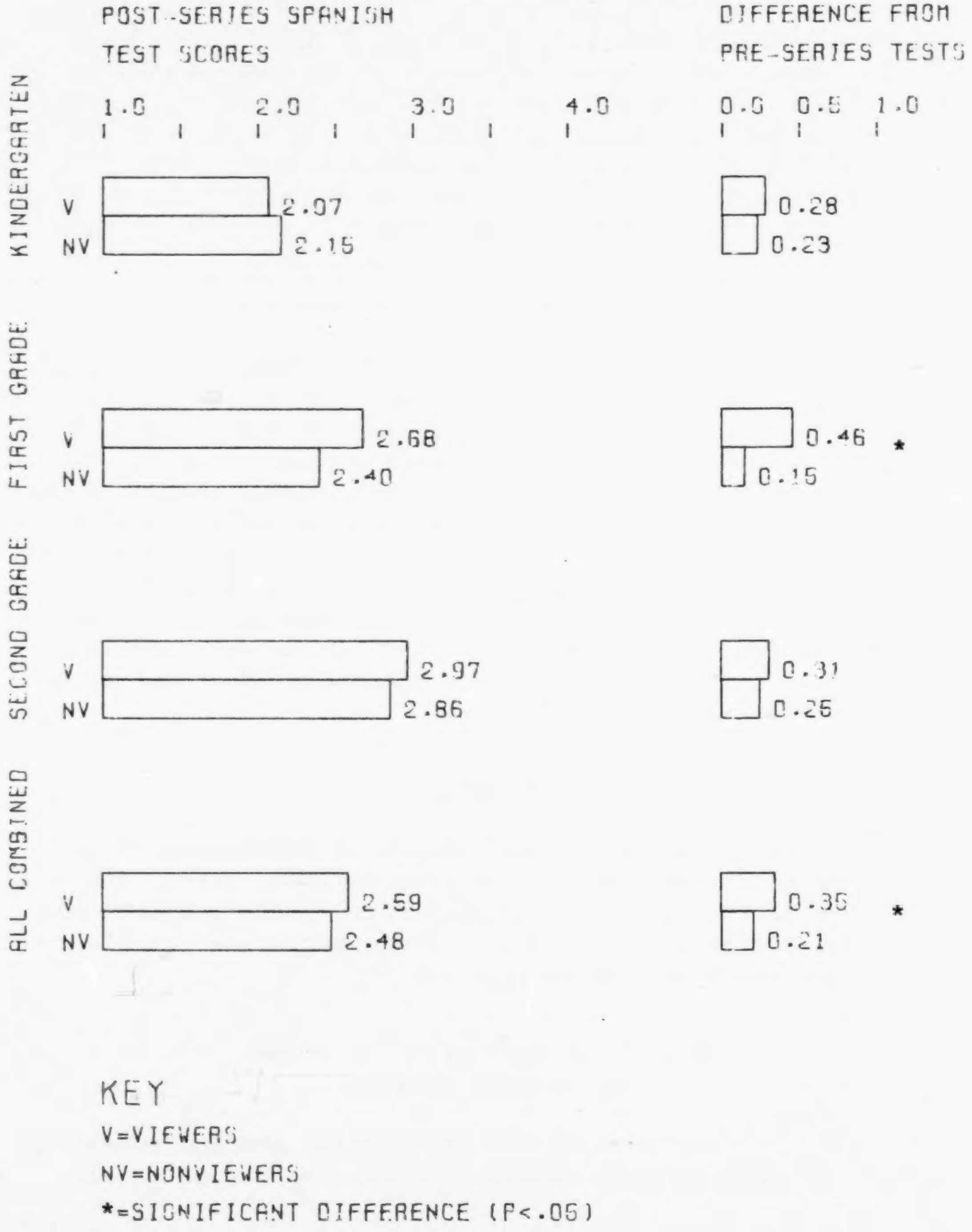
Effects of the Series in Terms of Overall Content

Figure 2 summarizes the post-series average scores in terms of overall Spanish content for the two groups of all

FIGURE 2

AVERAGE SCORES OF TEST SITES COMBINED

TOTAL



viewers and all nonviewers. Post-test scores for each child were derived by computing an average score, on a one-to-four scale, of the child's responses to all content items tested. An average of these post-test scores was then computed for each viewer and nonviewer group as is shown in the figure. Along with post-series averages, gain scores are also displayed, and these were the focus of the statistical comparisons among the viewer/nonviewer groups. In addition, the same scores are presented for all viewers and nonviewers in each grade level. As can readily be seen in terms of group differences in the figure as well as in the more detailed results of the statistical comparison, there were statistically significant differences between viewers and nonviewers taken as a group across grade levels and among viewers and nonviewers in the first grade. Both of these differences were significant at the .01 level of probability ($p < .01$).[1] In other words, we would expect such a difference to occur by chance only one time out of a hundred. Thus, we can have a high level of confidence that the differences were due to viewing the series.

Figure 3 summarizes the post-series average scores and gain scores obtained in the English tests. Again, as can be seen in the figure, there were statistically significant differences between viewers and nonviewers as a total ($p < .01$), as well as between viewers and nonviewers in the first grade ($p < .01$). In addition, however, there was also a statistically significant difference between viewers and nonviewers in kindergarten ($p < .05$).

Thus, in the most general view, in terms of average scores and in gains due to viewing or nonviewing of the series, CARRASCOLENDAS appeared to have definite effects upon the instructional objectives both in Spanish and in English. These effects, however, were strongest among viewers in the first grade in terms of Spanish objectives and among viewers in kindergarten and the first grade in terms of English

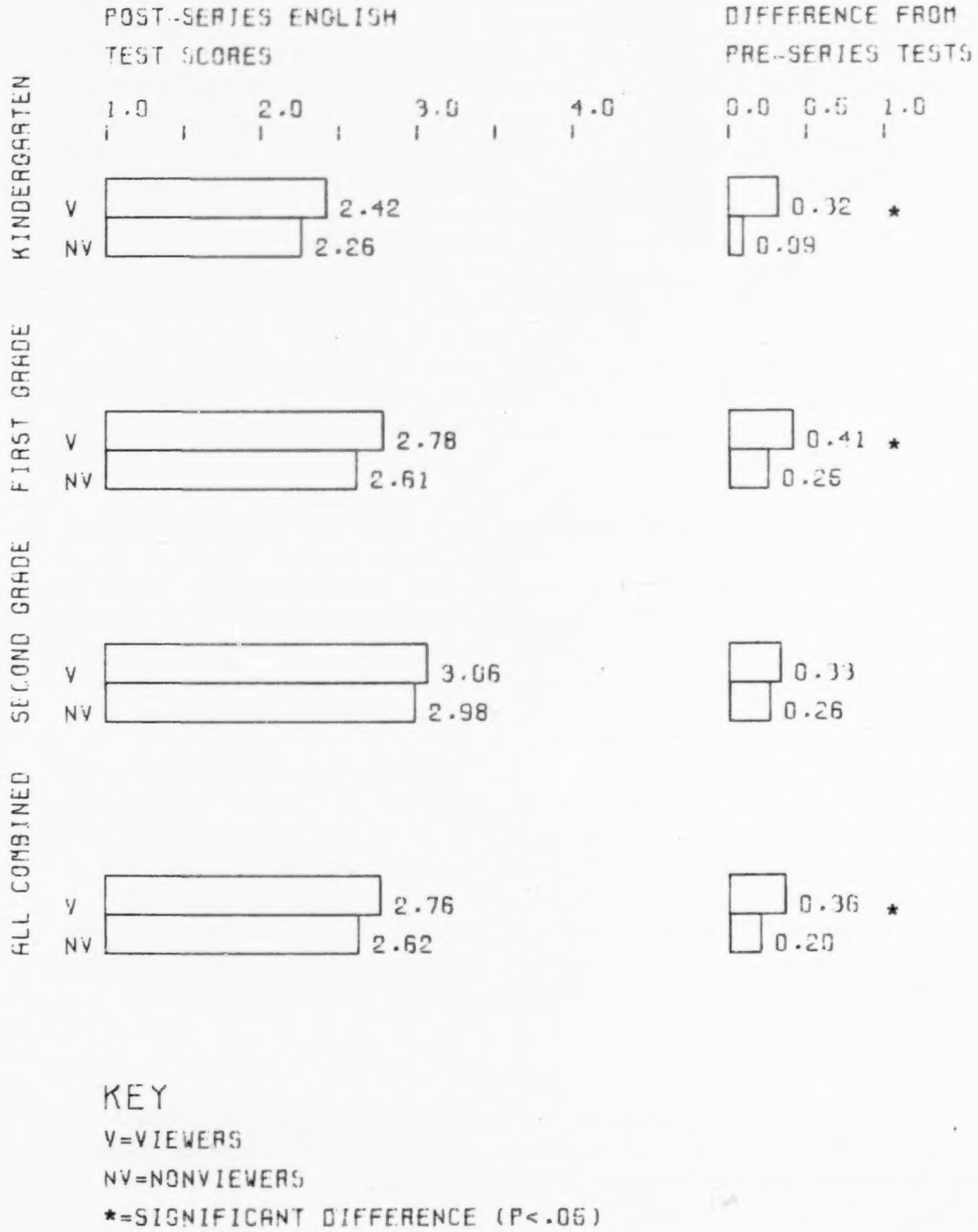
---

[1] To be interpreted as significant, the minimum level of $p < .05$ was used and this is given in the various figures. In the text we report the precise value.

FIGURE 3

AVERAGE SCORES OF TEST SITES COMBINED

TOTAL



objectives. The difference in gains of viewers and nonviewers was weakest for children in the second grade in terms of both Spanish and English instructional objectives.

While these results provide a summary view of the effects of the series in terms of overall content, a more detailed view of the results may be obtained by comparing viewer/nonviewer differences on the subtests over each of the Spanish and English content areas. These results are discussed below.

Gains in Subtests of the Spanish Areas of Instructional Objectives

Viewers and Nonviewers from all Three Grades Combined

When the gains of viewers and nonviewers from all three grades combined are compared on the subtest in each Spanish content area, Figures 4 - 9, viewers achieve significantly greater gains in three areas: Spanish Language Skills ($p < .02$), History and Culture ($p < .01$), and Math ($p < .01$). In the content areas of Self Concept and Science, viewers achieved greater gains than nonviewers, but these differences were not statistically significant. In the content area of Phoneme/Grapheme, nonviewers achieved slightly greater gains than viewers, but this difference was not statistically significant. In terms of the total sample population of viewers contrasted with nonviewers, the series was most effective in the Spanish content areas of Spanish Language Skills, History and Culture, and Math. It was least effective in the Spanish content areas of Phoneme/Grapheme, Science, and Self Concept.

Viewers and Nonviewers in Each Grade Level

When viewers or nonviewers from all sites are combined according to grade level, as in Figures 4 - 9, the viewers in the first grade achieved significantly greater gains in four of the six Spanish content areas: Self Concept ($p < .01$), Spanish Language Skills ($p < .01$), History and Culture ($p < .01$), and Math ($p < .01$). Viewers in kindergarten and second grade also

FIGURE 4

AVERAGE SCORES OF TEST SITES COMBINED

SELF CONCEPT

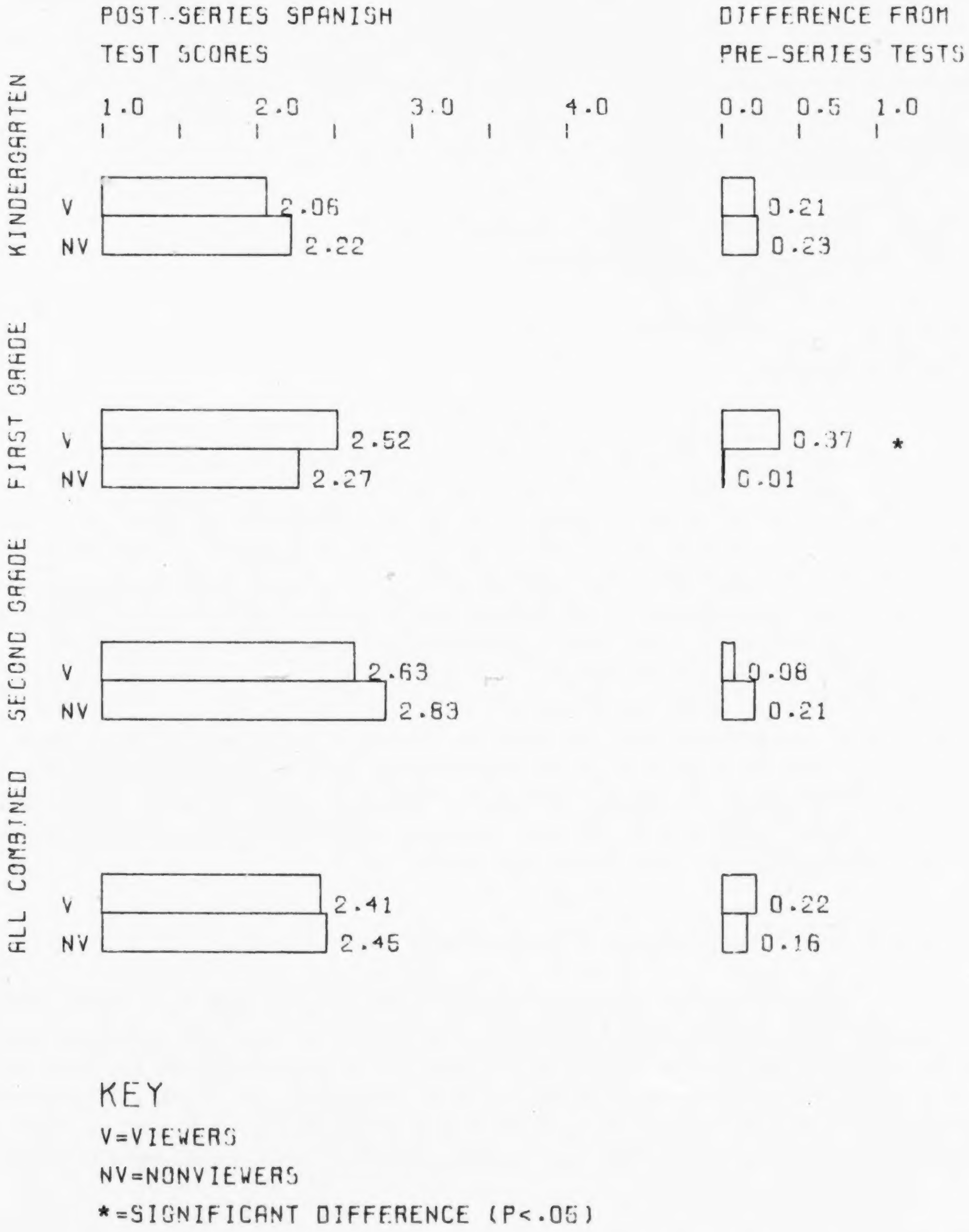


FIGURE 5

AVERAGE SCORES OF TEST SITES COMBINED

SPANISH

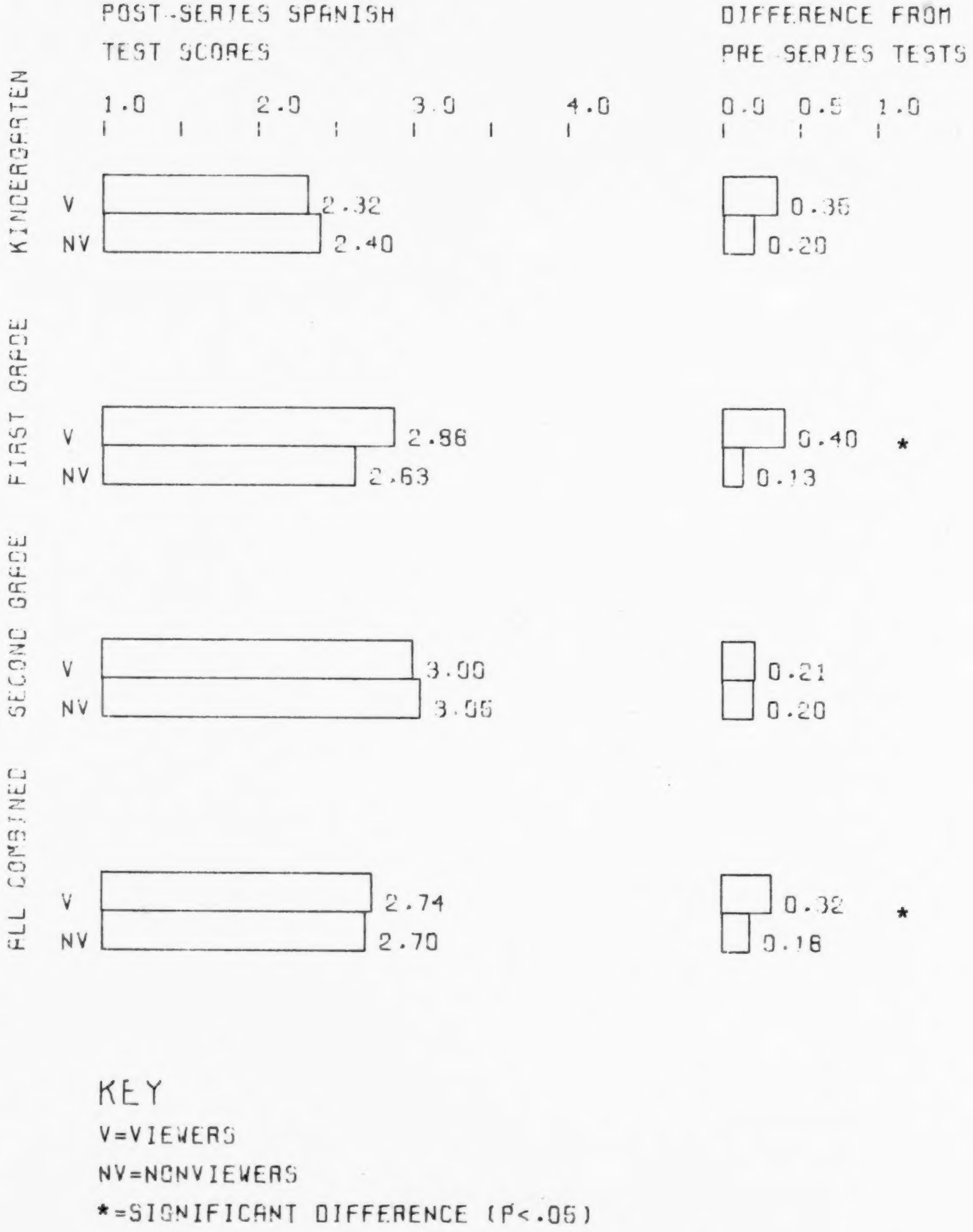
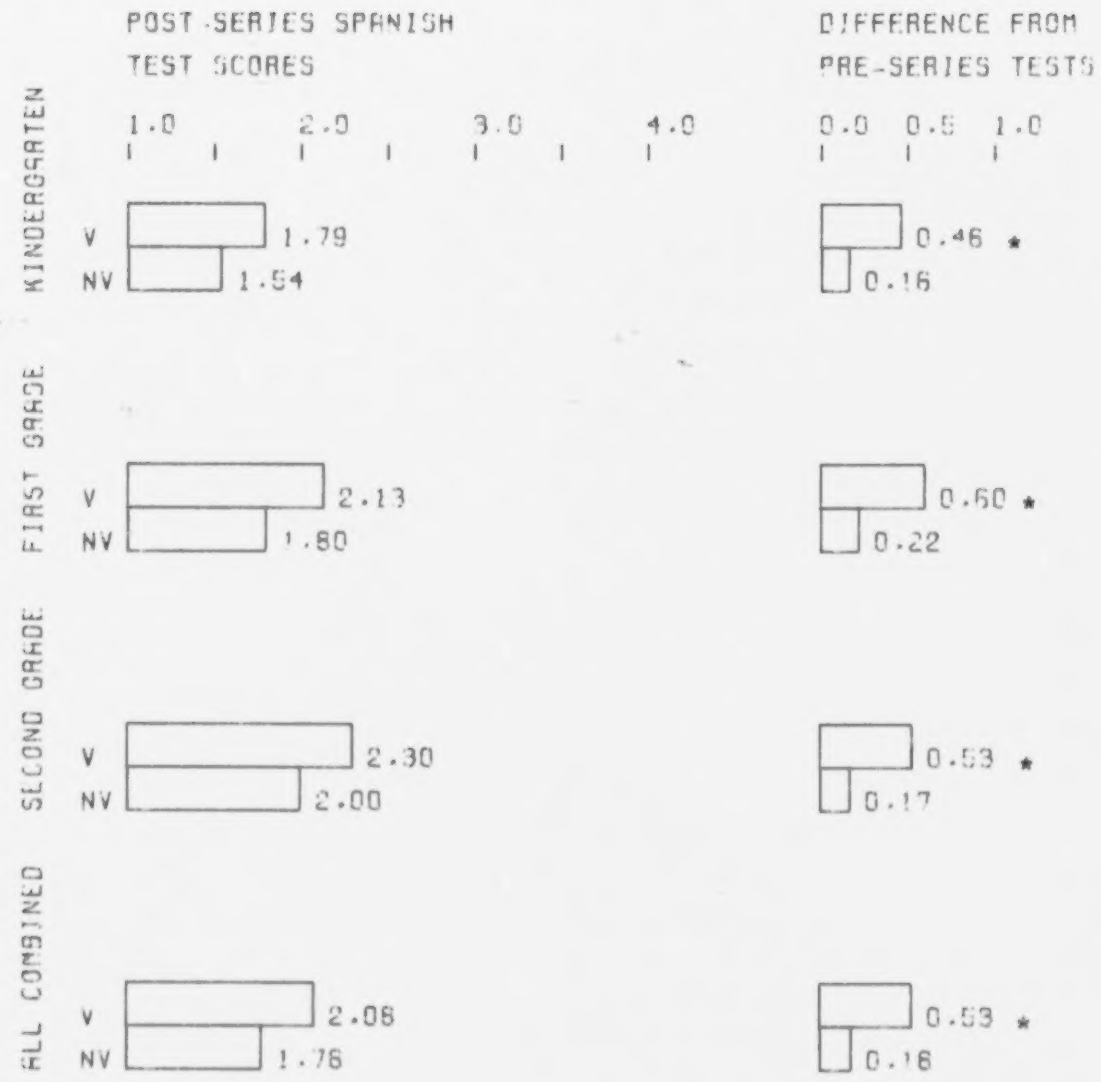


FIGURE 6

AVERAGE SCORES OF TEST SITES COMBINED

HISTORY CULTURE



KEY

V=VIEWERS

NV=NONVIEWERS

*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 7

AVERAGE SCORES OF TEST SITES COMBINED

SCIENCE

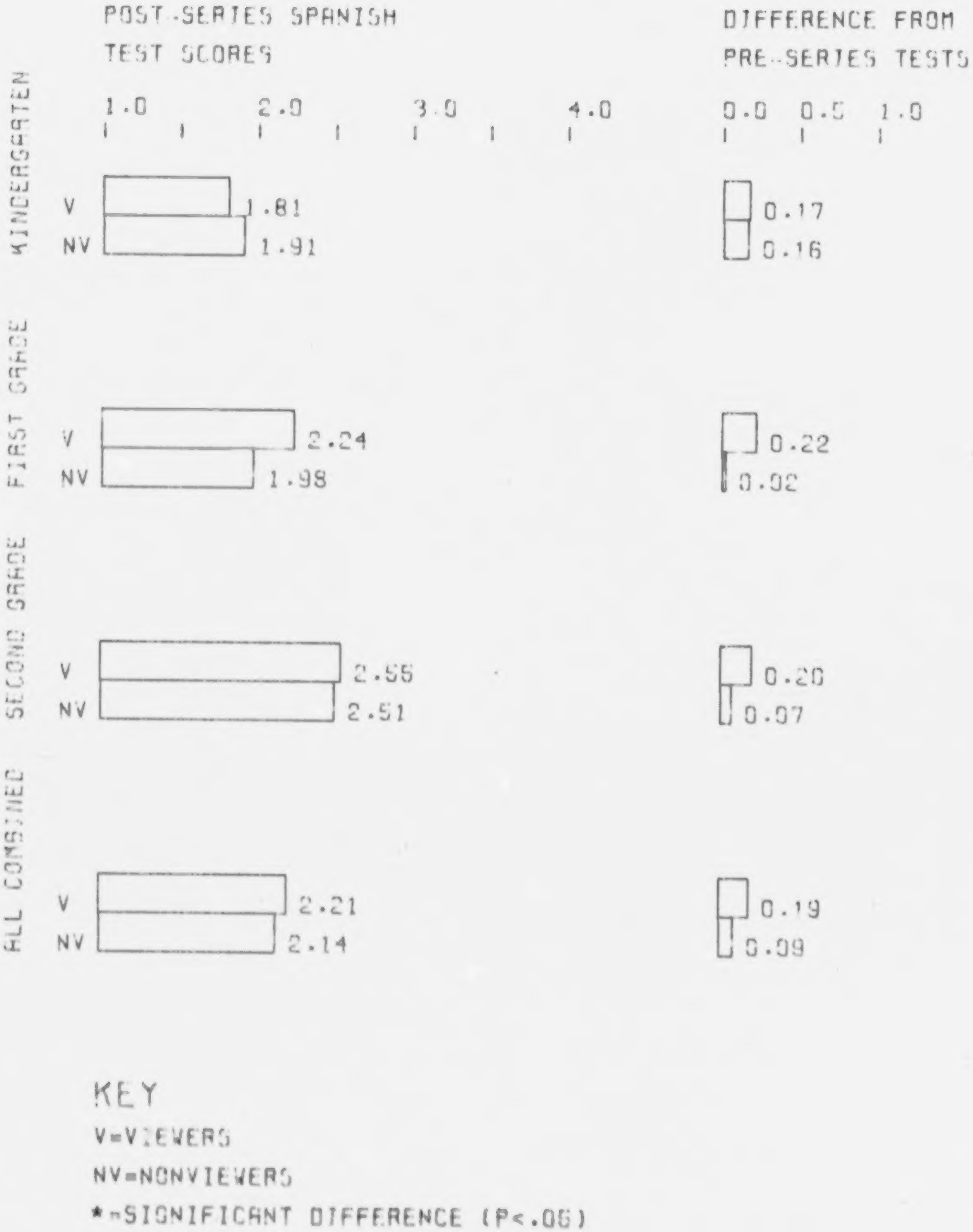


FIGURE 8

AVERAGE SCORES OF TEST SITES COMBINED

PHONEME/GRAPHEME

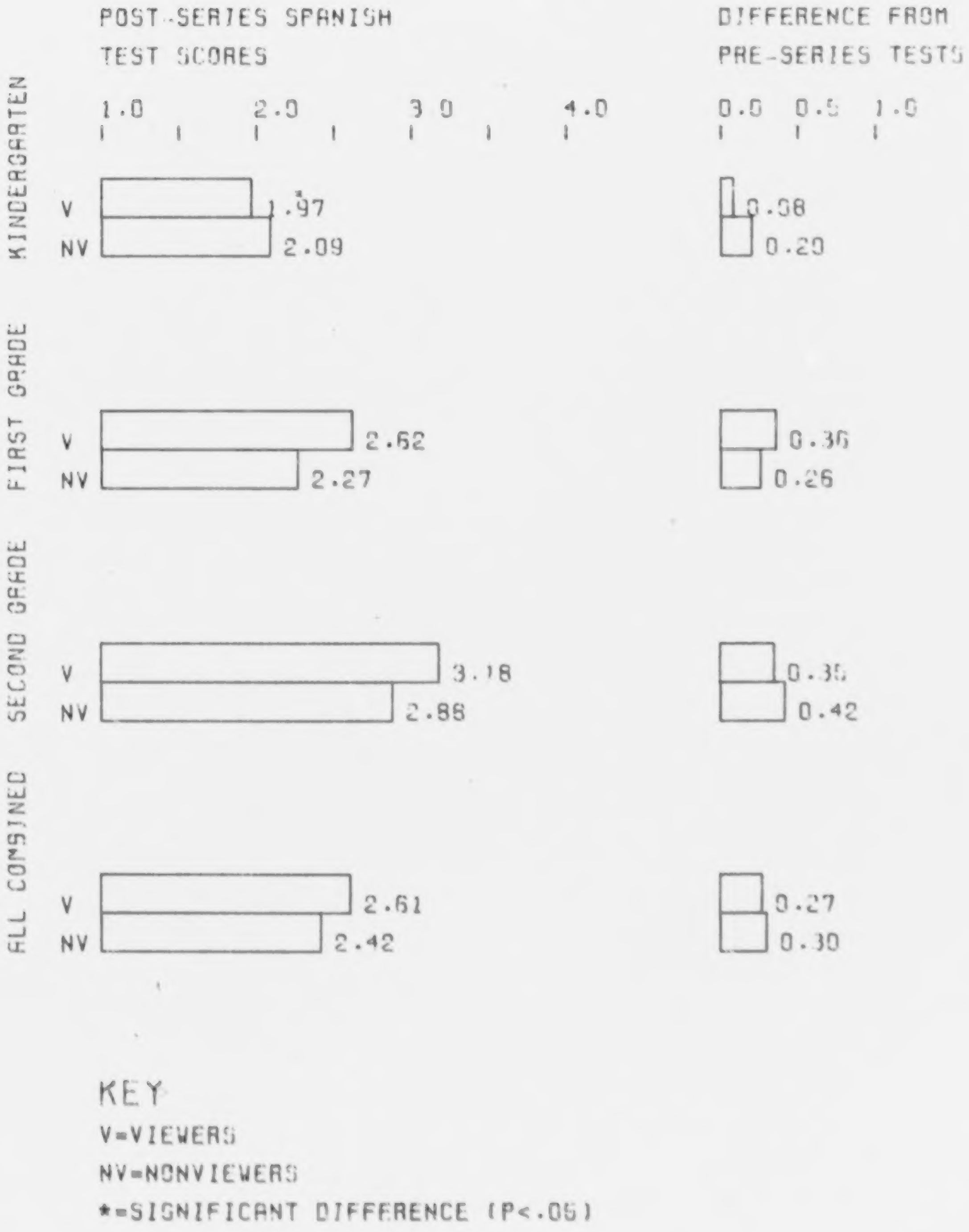
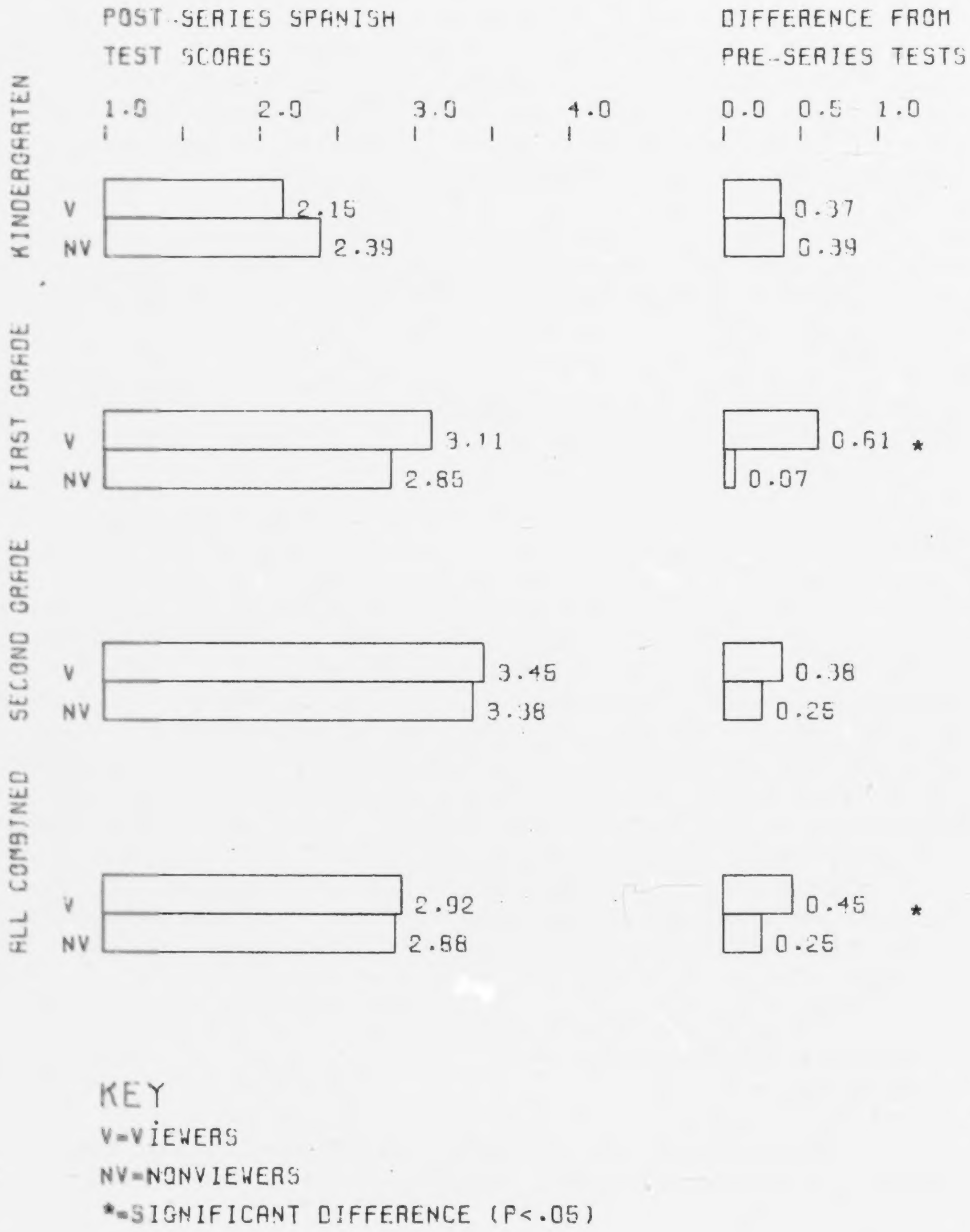


FIGURE 9

AVERAGE SCORES OF TEST SITES COMBINED

MATH



achieved significantly greater gains than nonviewers in the area of History and Culture ($p < .01$). None of the viewers significantly benefited from viewing the series in the areas of Phoneme/Grapheme and Science.

These results provide a strong indication that the positive effect of the series is most generalizable across grade levels in the Spanish content area of History and Culture. Correspondingly, the least effect of the series is evident across all three grade levels in the Spanish content areas of Phoneme/Grapheme and Science.

In terms of grade level, the series appears to be most effective in Spanish content areas for viewers in the first grade, and least effective for viewers in kindergarten and second grade.

Gains in Subtests in the English Area of Instructional Objectives

Viewers and Nonviewers from all Three Grade Levels Combined

In the English content area, Figures 10 - 13, viewers achieved significantly greater gains than nonviewers in the three areas of English Language Skills ($p < .01$), History and Culture ($p < .05$), and Science ($p < .01$). Although the average gain of viewers was greater than that of nonviewers in the area of Self Concept, since this difference was not statistically significant, we can have little confidence that the difference is due to more than chance. In terms of all viewers contrasted with all nonviewers, the effects of the series were most evident in the English content areas of English Language Skills, History and Culture, and Science. The series appears to be least effective in the English content area of Self Concept.

Viewers and Nonviewers in each Grade Level

When comparisons are made between viewers and nonviewers in each grade level, Figures 10 - 13, viewers in

FIGURE 10

AVERAGE SCORES OF TEST SITES COMBINED

SELF CONCEPT

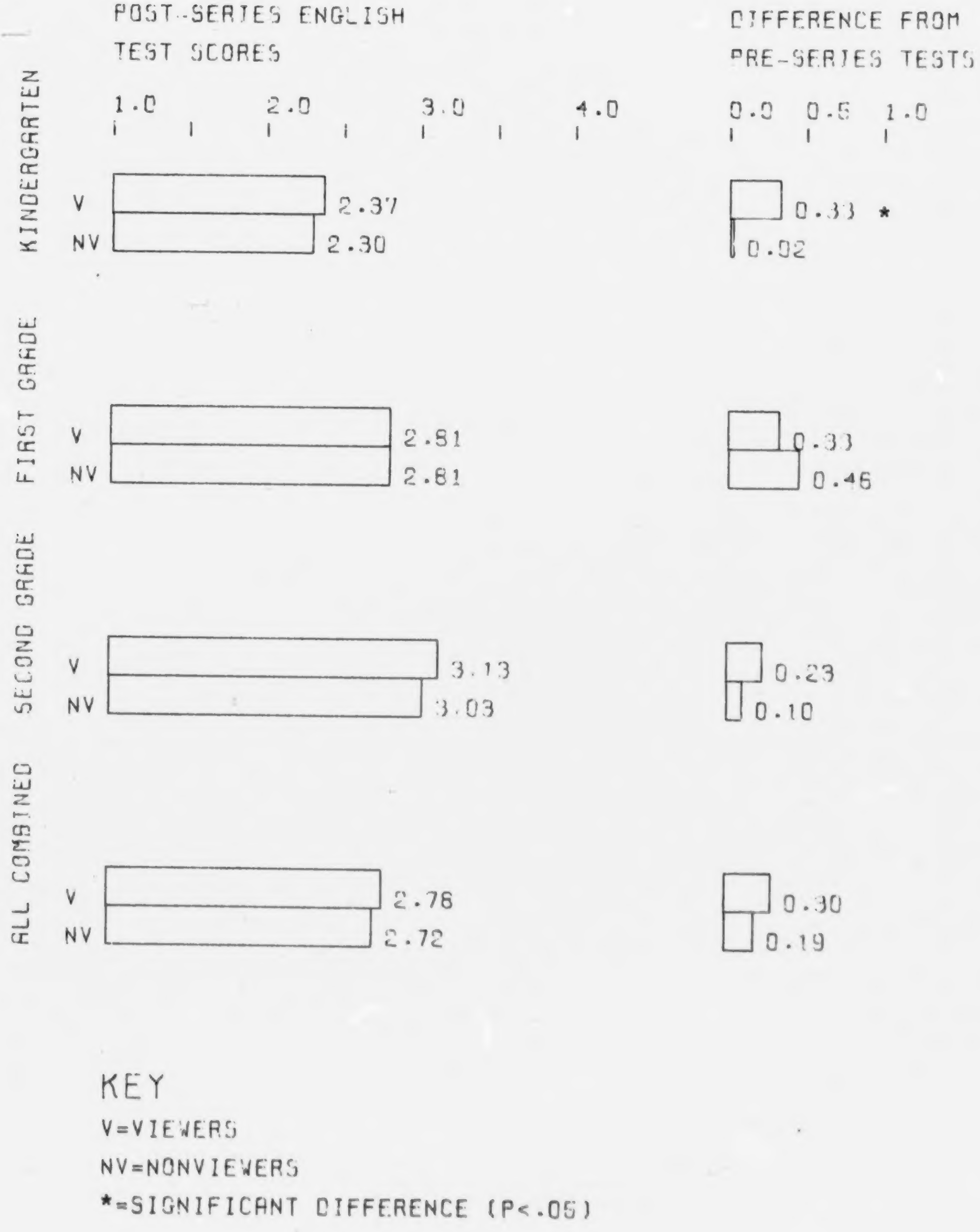


FIGURE 11

AVERAGE SCORES OF TEST SITES COMBINED

ENGLISH

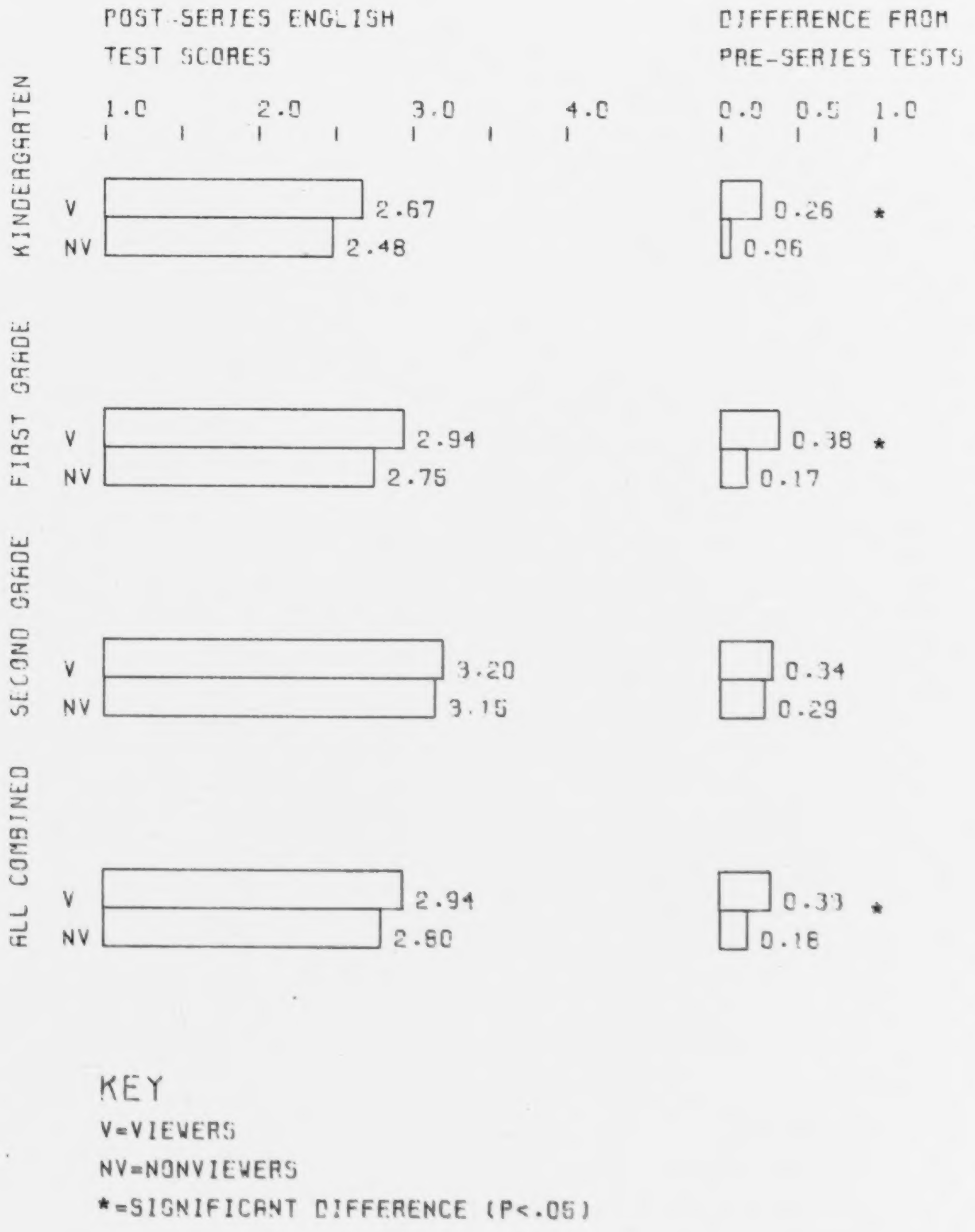


FIGURE 12

AVERAGE SCORES OF TEST SITES COMBINED

HISTORY CULTURE

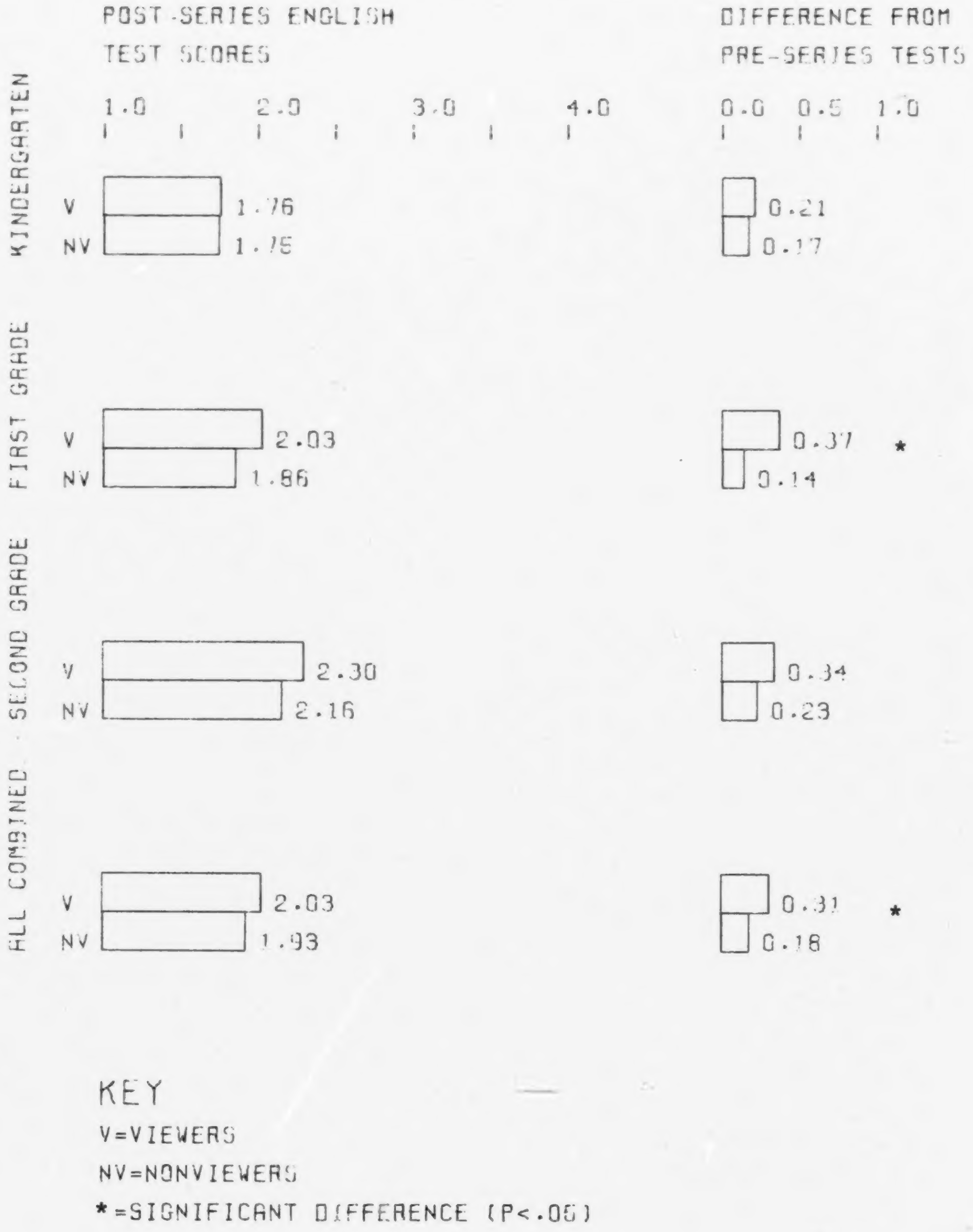
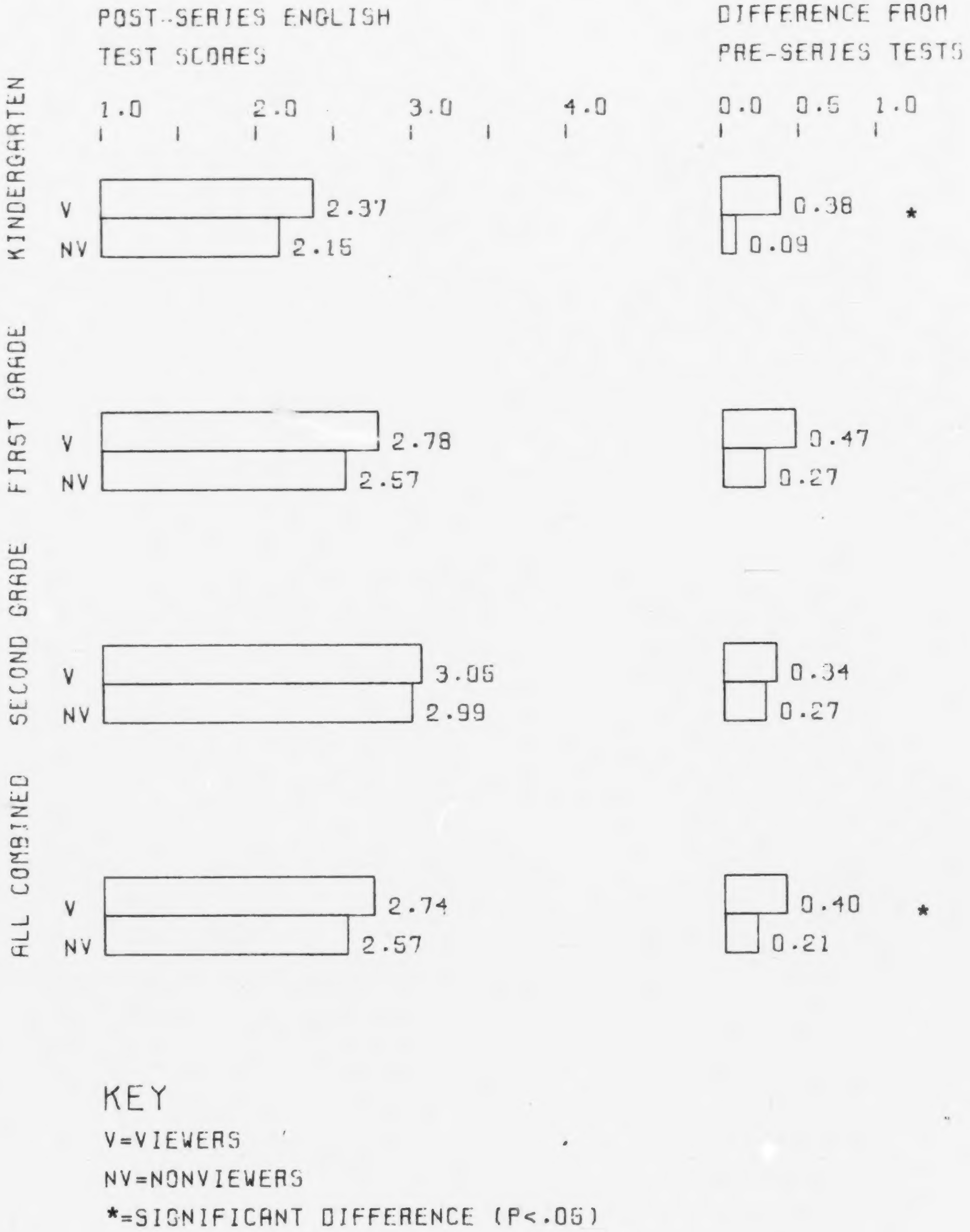


FIGURE 13

AVERAGE SCORES OF TEST SITES COMBINED

SCIENCE



kindergarten achieve statistically significantly greater gains than nonviewers in three of the four English content areas: Self Concept ($p < .05$), English Language Skills ($p < .05$), and Science ($p < .02$). In addition, first grade viewers achieve significantly greater gains than nonviewers in the areas of English Language Skills ($p < .02$) and History and Culture ($p < .05$). The difference in gain scores of first grade viewers and nonviewers approached, but did not achieve, statistical significance ($p < .08$) in the content area of Science.

The positive effects of the series appear, therefore, to be most generalizable across grade levels in the content area of English Language Skills. The series appears to have the least impact across grade levels in the English content area of Self Concept.

The series appears to be equally effective, though in somewhat different content areas, for viewers in kindergarten and first grade. The series has no impact in any content area on viewers in the second grade.

Language Usage Results

Language Mixing

On each pre and post-test in Spanish and in English children were given a score on those items requiring a continuous verbal response that indicated whether the child responded in the same language as the test interview (weighted as a "3"), a mixture of Spanish and English (weighted as a "2"), the "opposite" language from the test interview (weighted as a "1"), or no response (weighted as a "0"). In the data analysis, an average of these item scores was computed for each test for each child. High scores indicate responses in the language of the interview, whereas low scores indicate responses in the opposite language. The resultant language mixing scores were averaged for each group of viewer and nonviewer children and gain scores were computed by subtracting pretest scores from post-test scores. Figure 14 presents the average post-test language mixing score and average gain score for each viewer/nonviewer group of children derived from Spanish test results and Figure 15 presents

FIGURE 14

AVERAGE SCORES OF TEST SITES COMBINED

LANGUAGE MIXING

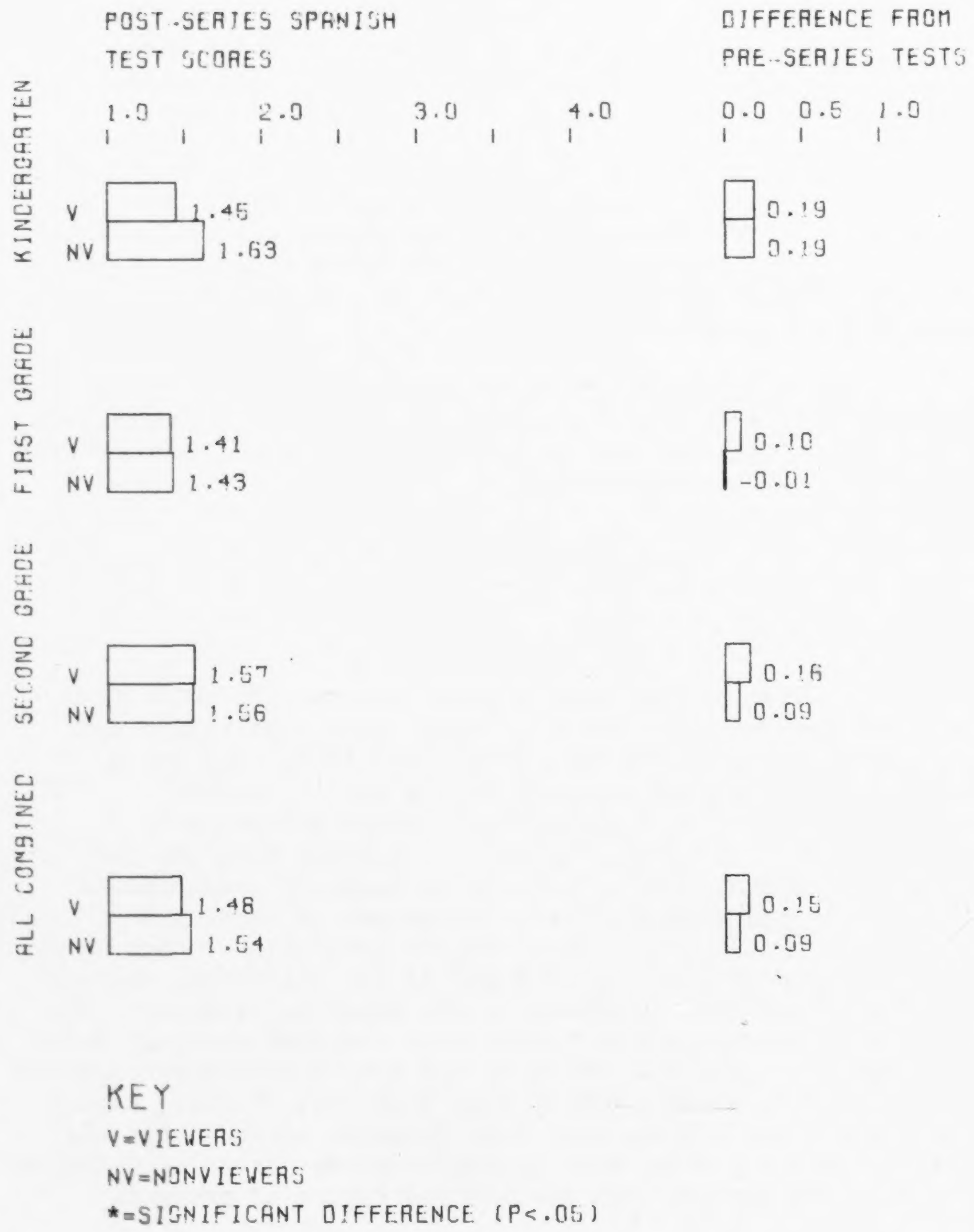
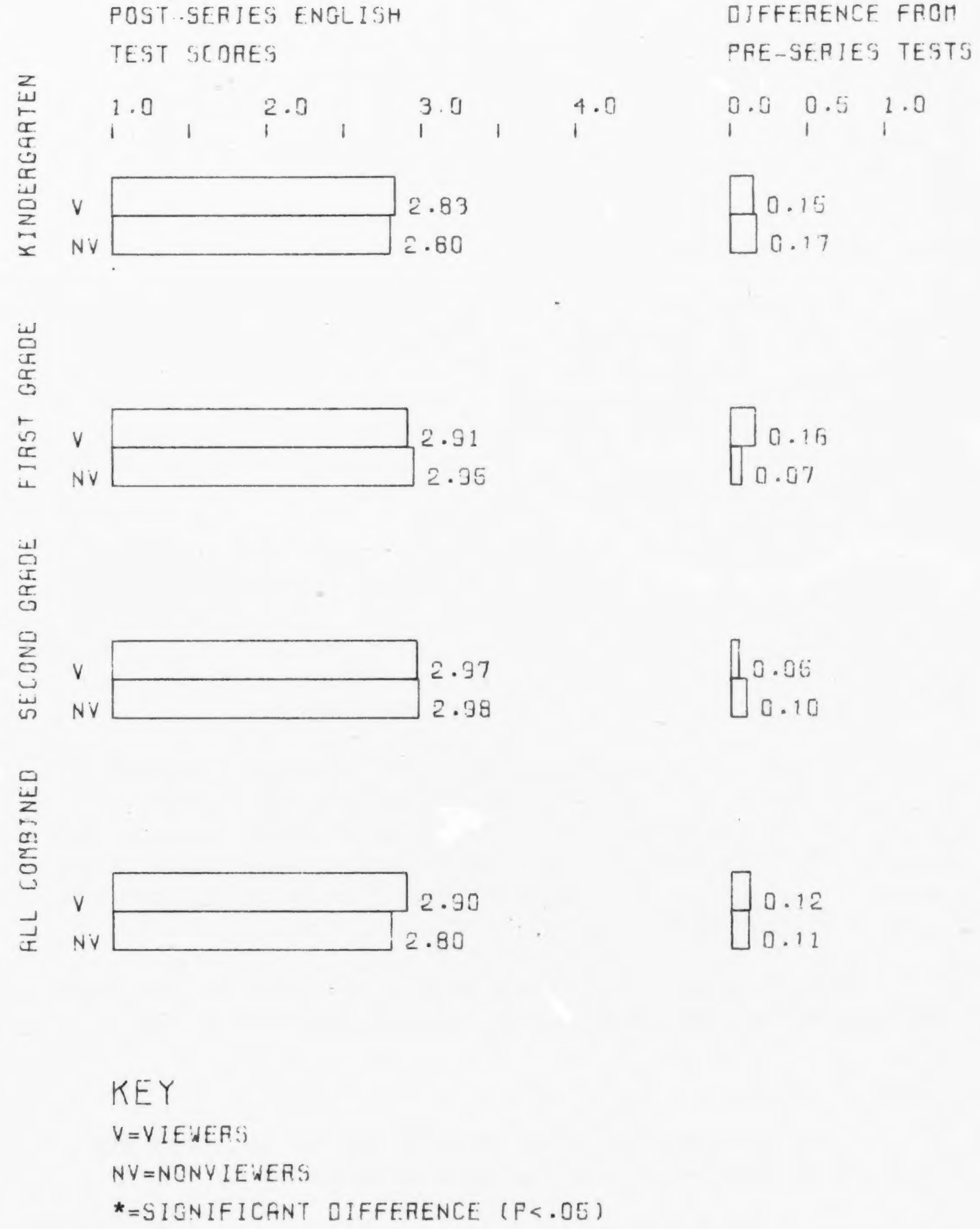


FIGURE 15

AVERAGE SCORES OF TEST SITES COMBINED

LANGUAGE MIXING



comparable scores obtained during the English test interview. As can be seen from the figures, viewers sometimes achieved slightly greater gains than nonviewers, but none of these differences was statistically significant.

We can have little confidence that the differences among viewer and nonviewer groups in gains on language mixing scores were due to more than chance. It must be concluded, therefore, that the series had no impact on viewers in any grade level in terms of enhancing their responses in the correct language of the test interview.

Language Fluency Results

A fluency score was assigned by the test interviewer to each child for each test interview. This score was the interviewer's rating of the child's overall fluency in the language of the test interview.[2] Scores were assigned on a one-to-four scale: no fluency (weighted as a "1"), low fluency (weighted as a "2"), medium fluency (weighted as a "3"), high fluency (weighted as a "4").

Figure 16 presents the average post-test Spanish fluency scores of viewer and nonviewer groups. Fluency gains are also presented in this figure. As can be seen from the figure, viewers sometimes achieved slightly greater gains than nonviewers. None of these gains, however, was significantly greater than those of nonviewers.

Figure 17 presents the average post-test English fluency scores along with average fluency gain scores. In the case of English fluency gains, second grade viewers did achieve significantly greater gains than second grade nonviewers ($p < .02$). Nonviewers in the second grade, however, showed a slight loss in English fluency scores.

In terms of the fluency scores assigned by the test interviewers during Spanish and English pretesting and

---

[2] The adequacy of such ratings was established and is discussed in Section IX, Language Dominance study.

FIGURE 16

AVERAGE SCORES OF TEST SITES COMBINED

FLUENCY

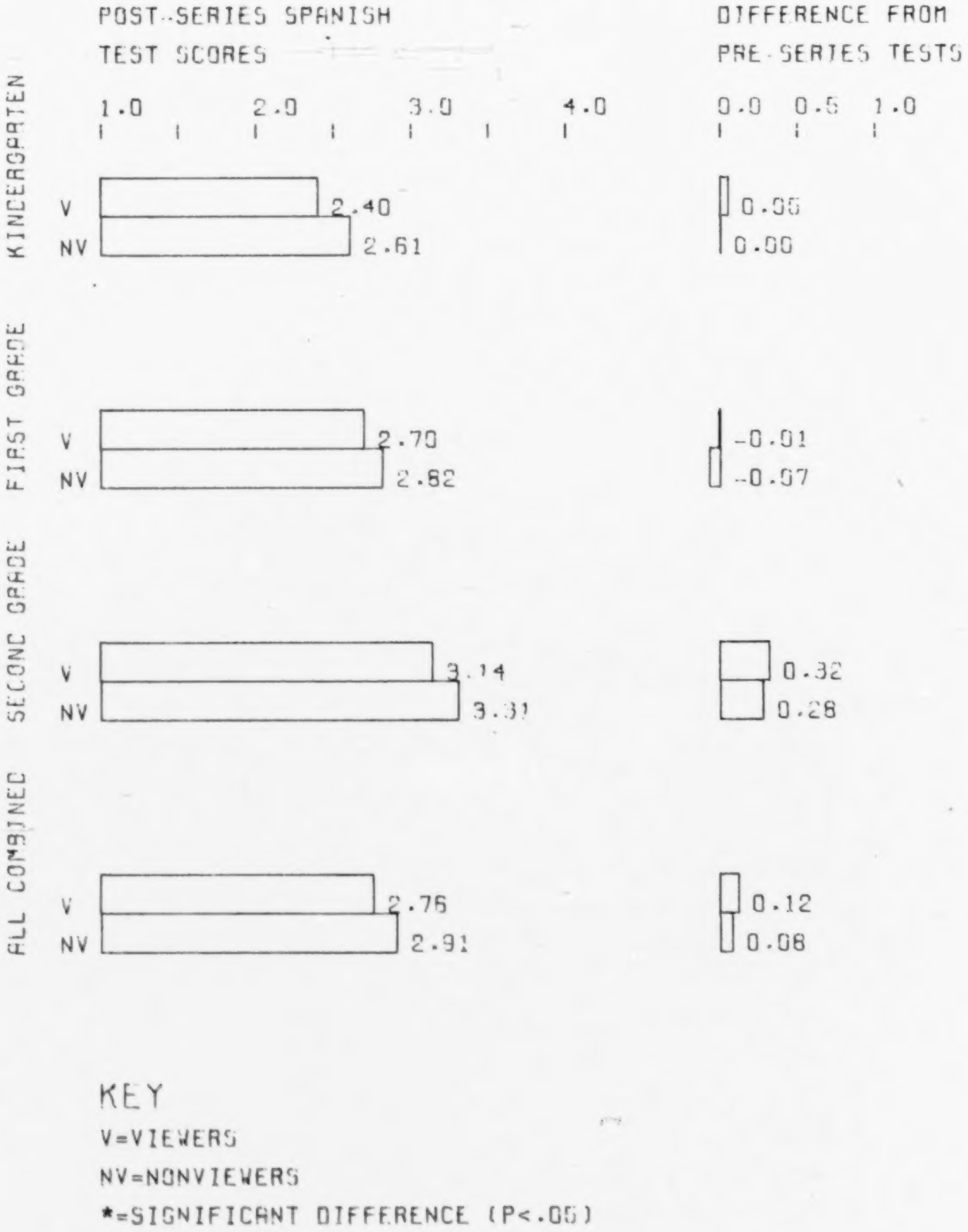
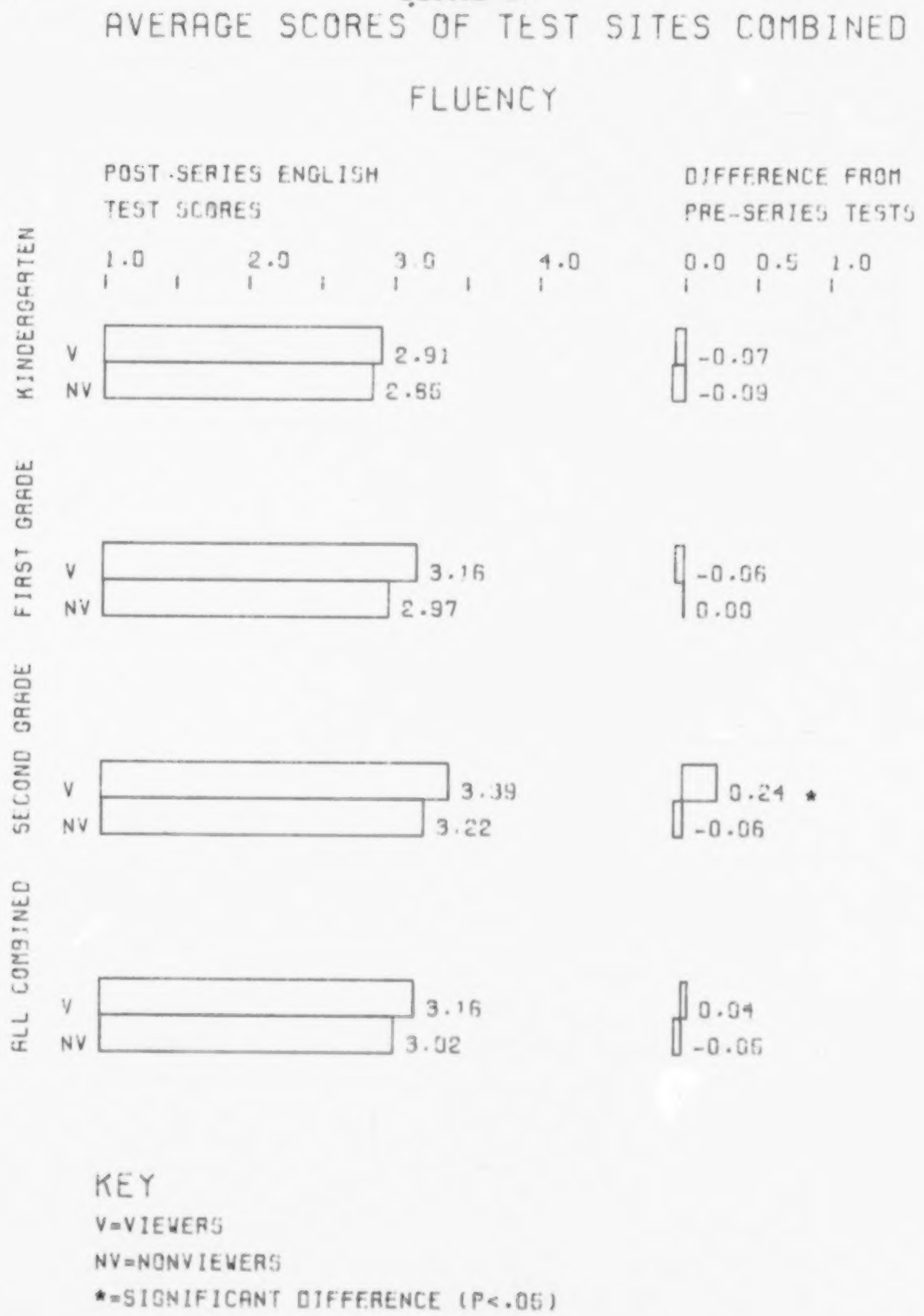


FIGURE 17


AVERAGE SCORES OF TEST SITES COMBINED
FLUENCY
POST-SERIES ENGLISH TEST SCORES
DIFFERENCE FROM PRE-SERIES TESTS
1.0
2.0
3.0
4.0
0.0
0.5
1.0
KINDERGARTEN
V
2.91
-0.07
NV
2.85
-0.09
FIRST GRADE
V
3.16
-0.06
NV
2.97
0.00
SECOND GRADE
V
3.39
0.24 *
NV
3.22
-0.06
ALL COMBINED
V
3.16
0.04
NV
3.02
-0.05
KEY
V=VIEWERS
NV=NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

post-testing, only one group of viewers were rated as significantly more fluent at post-testing than nonviewers, that is the second grade viewers in English testing. Generally viewers displayed no significantly greater fluency gains in either Spanish or English than nonviewers.

Summary

In less technical terms the overall results of the third year evaluation field experiment may be summarized as follows:

1. Children who viewed CARRASCOLENDAS generally benefited in terms of being able to fulfill, or partly fulfill, various instructional objectives in both the Spanish and English content areas.

When the grade level of viewers is considered, viewers in the first grade appeared to benefit the most from viewing the series in both Spanish and English. Kindergarten viewers appeared to benefit most from viewing the series in English, and second grade viewers appeared to benefit the least from viewing the series.

2. In terms of instructional objectives in the Spanish content areas, viewing CARRASCOLENDAS had definite effects upon gains in the Spanish Language Skills, History and Culture, and Math areas. Less salient effects of viewing the series were evident in the area of Self Concept. The area in which viewing the series appeared to have the strongest effect was in the area of History and Culture. In this area viewers from all three grade levels significantly benefited from viewing the series. In the areas of Phoneme/Grapheme and Science, viewers in none of the grade levels appeared to significantly benefit from viewing the series. Benefits from viewing the series were strongest in Spanish content areas for viewers in the first grade and weakest for viewers in kindergarten and second grade.

3. Viewing CARRASCOLENDAS resulted in gains in performing instructional objectives in the English content areas of English Language Skills, History and Culture, and Science. Less salient effects of viewing the series were evident in

the area of Self Concept. The positive effects of viewing the series were strongest in the content area of English Language Skills and weakest in the area of Self Concept. Benefits from viewing the series were strongest in terms of English content areas for viewers in kindergarten and in the first grade. The series had no significant impact in any English content area on viewers in the second grade.

4. Viewing CARRASCOLENDAS had no significant impact on viewers in any grade level in terms of enhancing response in the correct test language (language mixing).

5. Viewing CARRASCOLENDAS significantly enhanced fluency in English of viewers in the second grade. The series had no significant impact on the English fluency of kindergarten or first grade viewers. Furthermore, viewing the series did not significantly enhance the Spanish fluency of viewers in any grade level.

SECTION III

FIELD EXPERIMENT: SITE RESULTS

Section II reported the effects of viewing CARRASCOLENDAS as gauged relative to the instructional objectives of the series in terms of the overall project and across grade levels and subtests. This section, by contrast, again focuses on the effects of viewing CARRASCOLENDAS as gauged relative to the instructional objectives of the series, but reported according to individual sites, and for only the overall test scores.

Since research design, test instruments, procedures, scoring, and reliability are reported in the preceding section, this section will describe each site in greater detail and discuss the results obtained at each.

Albuquerque Results[1]

Site Description

Albuquerque, New Mexico was selected as one locale for the CARRASCOLENDAS testing due to its large Mexican-American population and its location in the southwestern region of the United States. Coronado and East San José Elementary schools composed one test site in Albuquerque. Both of these schools have bilingual programs for the grade levels tested in the CARRASCOLENDAS evaluation. Viewer subjects were students at

---

[1] Supervision of the CARRASCOLENDAS evaluation in Albuquerque was under the direction of Dr. Ignacio Córdova, of the University of New Mexico. Dr. Córdova, the Field Consultant, was assisted by the following field agents: Mr. David Baca, Ms. Susan McRae, Mr. James Craig, and Ms. Rose Marie Sanchez.

Coronado, while nonviewers were enrolled at East San José. The groups were thought comparable for the research design. Armijo Elementary, having a comparable school population to that of the other schools involved in testing, though without a bilingual program, was chosen as a second test site. Viewers and nonviewers were taken from the Armijo school population.

The educational television station at the University of New Mexico, KNME, aired the series. The first showings of CARRASCOLENDAS programs were scheduled weekly on Tuesday, Wednesday, and Thursday. Shows were repeated on Monday and Friday. The series was publicized through television, radio, and newspapers.

The broadcast time of the series presented a problem at Albuquerque. CARRASCOLENDAS was aired in the afternoon, close to the end of the school day at 2:30 p.m. Originally, it had been scheduled from 9:00 to 9:30 a.m. The 2:30 p.m. air time excluded viewing by certain classes which had an early (2:00 p.m.) dismissal on Wednesdays.

Coronado Elementary is an urban school with Title VII and Title I bilingual programs. Any pupil residing in the school district may attend Coronado. The approximate annual income for families living in the school's area is $1,000-4,999. There are 411 students in grades kindergarten through third. The ethnic composition of the school is 89.9% Mexican-American, 5.6% Anglo, and 4.4% American Indian.

Other than CARRASCOLENDAS, subjects at Coronado had no televised instruction.

East San José Elementary is an urban school with a Title I-sponsored bilingual program for grades kindergarten through second. Generally, pupils residing within the area attend, but transfers are frequently allowed. The approximate annual family income for those living in the school's area is $1000 - 4,999. The total school enrollment is 600. Ninety-four percent of the pupils at East San José are Mexican-American, 5% are Black, and 1% is Anglo.

Students at East San José did not view any programs of televised instruction.

Armijo Elementary is also an urban school in Albuquerque, in which any pupil living in the school district may attend. It has a total school enrollment of 637. Seventy-eight percent of its students are Mexican-American. In addition, 17% of the children are Anglo, 3% are black, and 2% are American Indian. The approximate annual family income is $1,000 - 4,999.

The viewer group was exposed to other programs of televised instruction. Programs the children watch are: Sesame Street, The Electric Company, Amiguitos, and Story Time. None of the control group classes received any televised instruction.

Teacher and classroom information for the three schools is summarized in Tables 5 and 6.

Monolingual Group Results

Spanish Test Results

Figure 18 presents the results of overall content testing in Spanish content areas. The average post-test score is shown for each viewer and nonviewer group in each grade level and for viewers and nonviewers from all three grades combined. The post-test scores were derived by computing an average score, on a one-to-four scale, of each child's responses to all content items tested. An average of these post-test scores was then computed for each viewer and nonviewer group of children as is shown in the figure. Gain scores were also computed for each child by subtracting his pretest score from his post-test score. Average gain scores for each viewer/nonviewer group are also shown in Figure 18. Finally, average gain scores for each group of viewers were statistically compared[2] with the scores for the comparable nonviewer group.

---

[2] By analysis of variance.

TABLE 5

TEACHER/CLASSROOM TEST SITE INFORMATION (ALBUQUERQUE MONOLINGUAL GROUP)

(Armijo Elementary)

		VIEWERS			NONVIEWERS		
Teacher Information	Grade Level	K	1	2	K	1	2
	Number of Teachers	1	1	1	1	1	1
	Highest Degree	B.A.	B.A.	B.A.	B.A.	B.A.	B.A.
	Teaching Experience	3 yrs.	35 yrs.	3 yrs.	8 yrs.	16 yrs.	38 yrs.
	Spanish Fluency	Fluent	Fluent	Fluent	None	None	Moderate
Class Information	Classroom Activities:						
	Before Viewing	Sometimes	Always	Sometimes			
	After Viewing	Rarely	Always	Sometimes			
	Language of Activities	English	½Spanish ½ English	½ Spanish ½ English			
	Bilingual Instruction						
	# days/wk.	None	1	None	None	None	None
	# hrs./wk.	None	1	None	None	None	None

TABLE 6

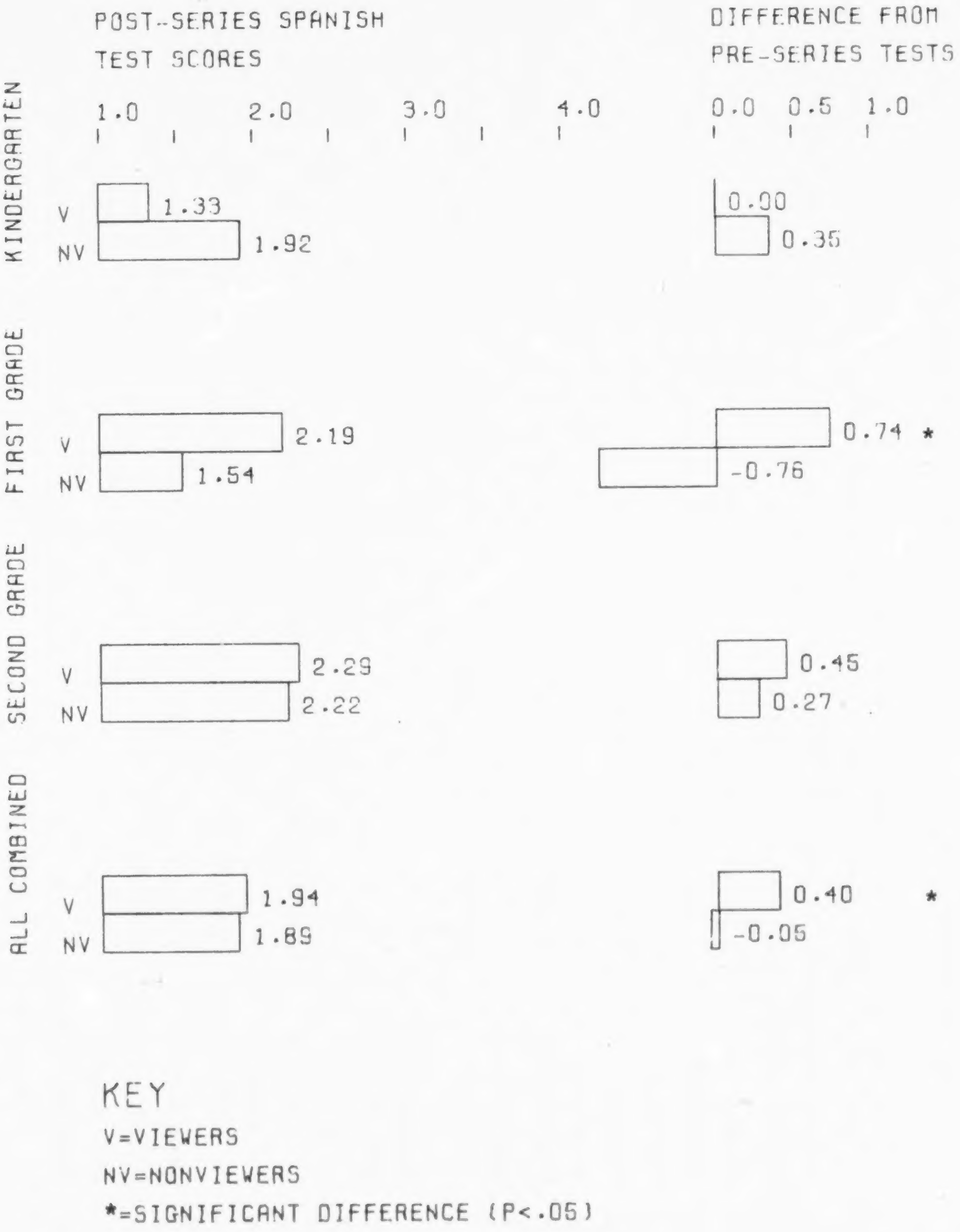
TEACHER/CLASSROOM TEST SITE INFORMATION (ALBUQUERQUE BILINGUAL GROUP)

		(Coronodo Elementary)			(East San José Elementary)		
		VIEWERS			NONVIEWERS		
Teacher Information	Grade Level	K	1	2	K	1	2
	Number of Teachers	1	1	1	1	1	1
	Highest Degree	M.A.	B.A.	M.A.	B.A.	B.A.	B.A.
	Teaching Experience	4 yrs.	11 yrs.	4 yrs.	1 yr.	2 yrs.	6 yrs.
	Spanish Fluency	Fluent	Fluent	Moderate	Fluent	None	Fluent
Class Information	Classroom Activities:						
	Before Viewing	Sometimes	Sometimes	Sometimes			
	After Viewing	Sometimes	Sometimes	Sometimes			
	Language of Activities	½ Spanish ½ English	Spanish	Spanish			
	Bilingual Instruction						
	# days/wk.	3	5	5	5	5	5
	# hrs./wk.	6	No response	12 ½	No response	12 ½	No response

FIGURE 18

AVERAGE SITE SCORES

ALBUQUERQUE MONOLINGUAL GROUP



As can be seen from the figure, first grade and the combined grade levels of viewers achieved statistically significantly greater gains than nonviewers ($p < .01$ for first grade viewers and $p < .05$ for combined grades).

Conclusion

The overall Spanish content effects of the series, therefore, were significant for viewers in the first grade and for the combined grades. The series, however, appeared to induce no statistically significant gains for kindergarten and second grade viewers when compared to nonviewers.

English Test Results

Figure 19 presents the results of overall content testing in English content areas. Scores were derived in the same manner as for Spanish content areas. English results, however, indicate that there were no significant gains in responses of viewers when compared to nonviewers at any grade level.

Conclusion

CARRASCOLENDAS appeared to have had no effects on viewers in terms of English content areas when compared to nonviewers.

Language Usage Results

Figure 20 presents the average post-test and gain scores for the combined grade levels for viewer and nonviewer groups in terms of language usage--language mixing and language fluency.

The language mixing scores were derived in a similar manner to the content scores, but were computed on a zero-to-three scale. As can be seen from the figure, viewers achieved no significantly greater gains in language mixing scores than did nonviewers. Thus, one can have little confidence that the differences between viewer and nonviewer groups were due to anything other than chance.

FIGURE 19

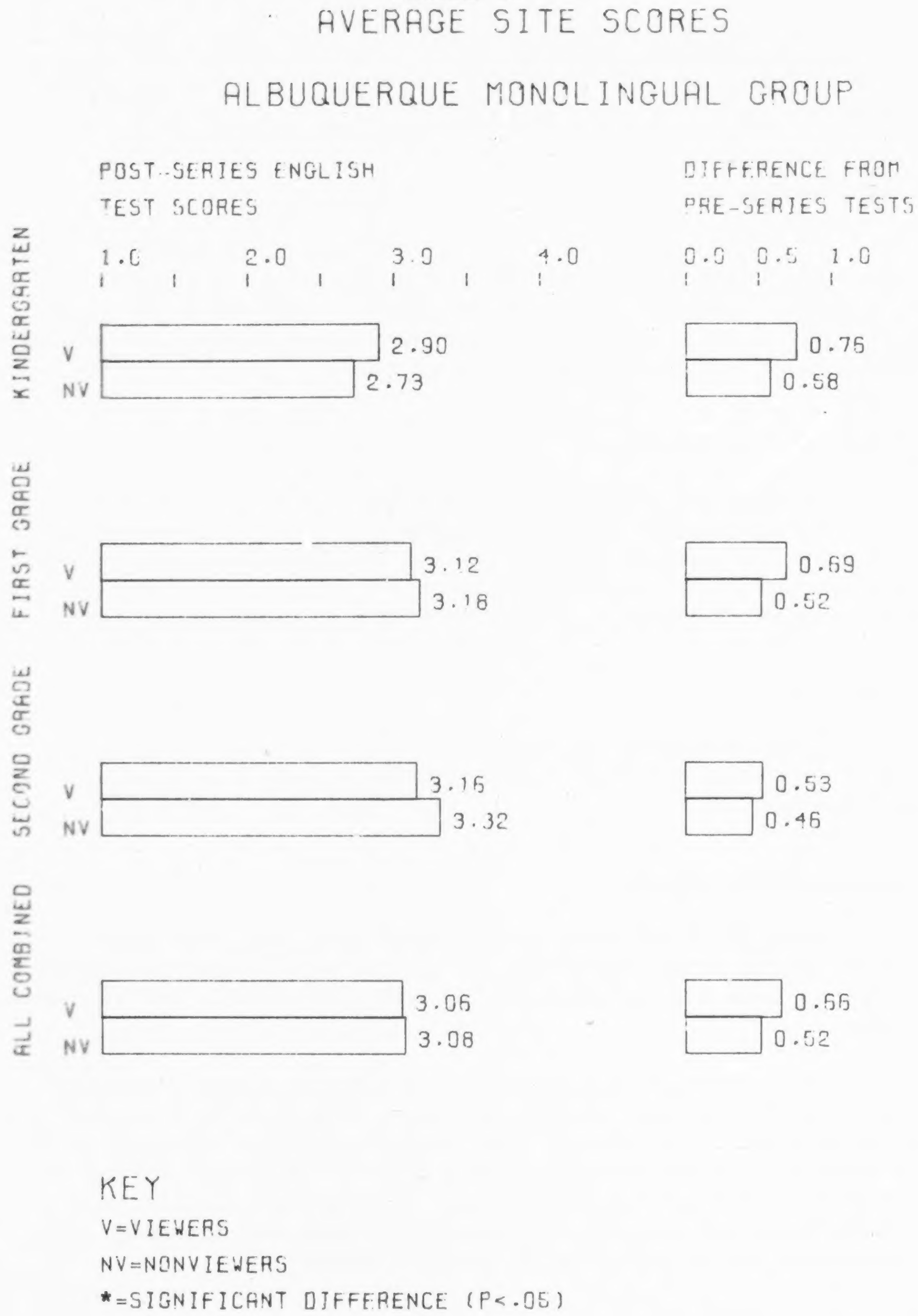
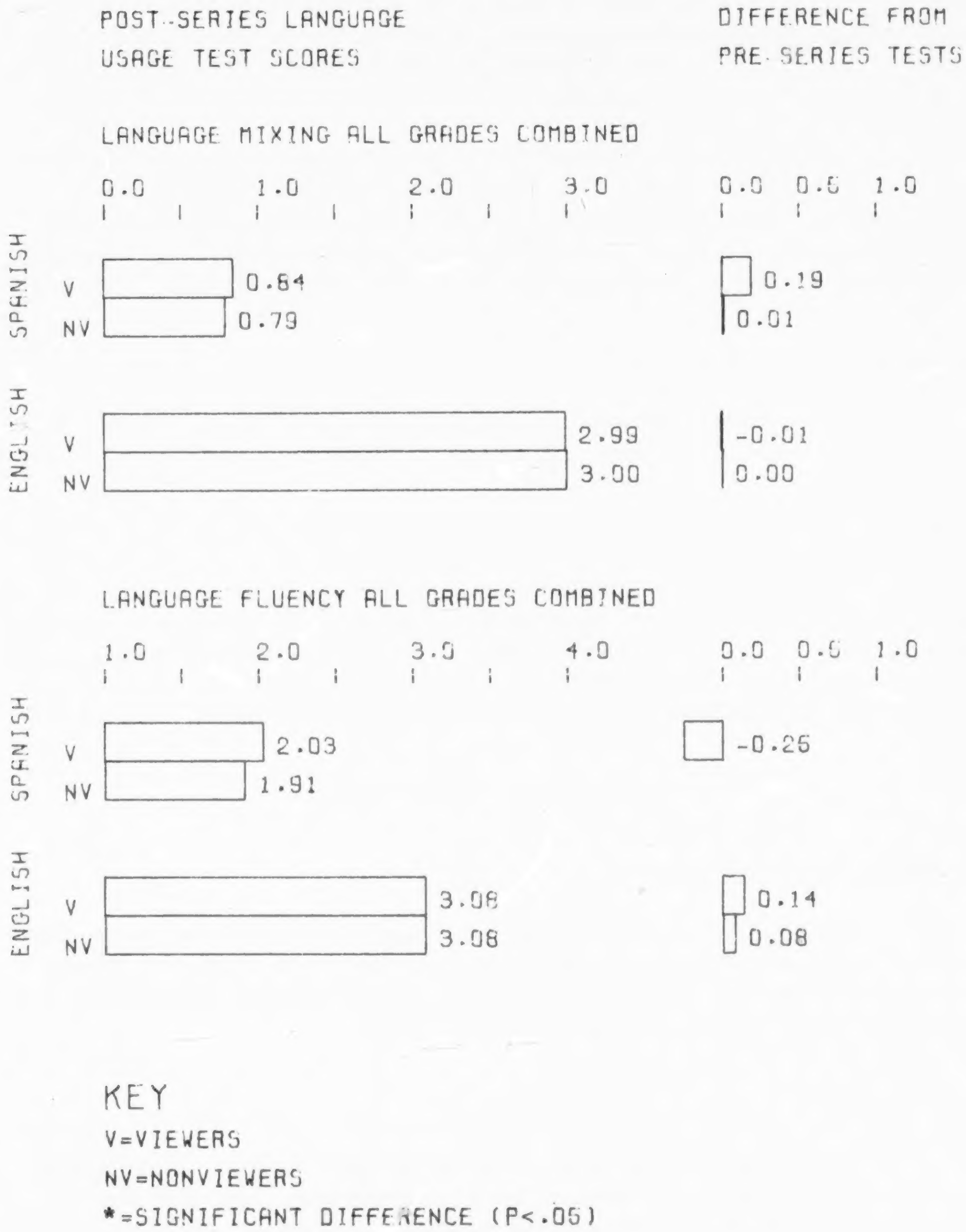

AVERAGE SITE SCORES
ALBUQUERQUE MONOLINGUAL GROUP
POST-SERIES ENGLISH TEST SCORES
DIFFERENCE FROM PRE-SERIES TESTS
1.0
2.0
3.0
4.0
0.0
0.5
1.0
KINDERGARTEN
V
NV
2.90
2.73
0.76
0.58
FIRST GRADE
V
NV
3.12
3.18
0.69
0.52
SECOND GRADE
V
NV
3.16
3.32
0.53
0.46
ALL COMBINED
V
NV
3.06
3.08
0.66
0.52
KEY
V=VIEWERS
NV=NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 20

AVERAGE SITE SCORES

ALBUQUERQUE MONOLINGUAL GROUP



A fluency score was assigned to each child on the pretest and on the post-test based on the test interviewer's rating of the child's overall fluency in Spanish and/or English during the test interview. These scores were assigned on a one-to-four basis. Gain scores were computed by subtracting the pretest score from the post-test score. Average post-test fluency scores and average gain scores for each viewer/nonviewer group are also shown in Figure 20.

As can be seen from the figure, there were no pretest fluency scores recorded for nonviewers on the Spanish test instrument. Therefore, no statistical comparisons regarding Spanish fluency could be made between viewers and nonviewers. Differences on English fluency were not statistically significant.

Conclusion

The series did not appear to have any significant impact of language usage, either in terms of language mixing or fluency.

Summary

In summary, CARRASCOLENDAS had significant impact on the overall Spanish content scores for viewers in the first grade and in the combined three grades at the Albuquerque monolingual classroom site. No significant impact was evident in language usage nor in English content as a result of viewing the series.

Bilingual Group Results

Spanish Test Results

Figure 21 presents the results of overall content testing in Spanish content areas. As can be seen from the figure, only kindergarten viewers achieved statistically significantly greater gains than nonviewers ($p < .04$).

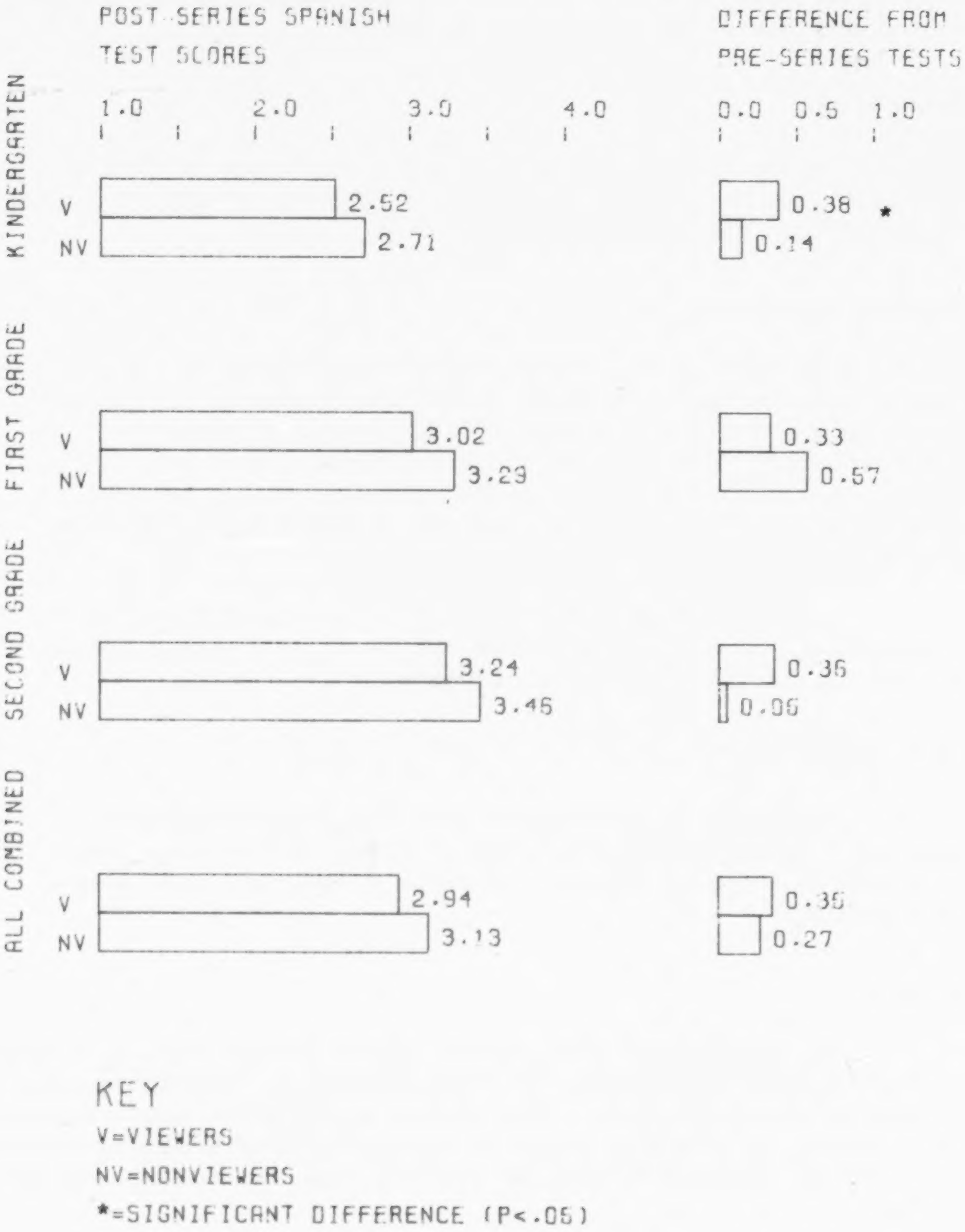
Conclusion

The overall content effects of the series, therefore, were significant for viewers in kindergarten, but not for viewers in the first or second grades in Spanish content areas.

FIGURE 21

AVERAGE SITE SCORES

ALBUQUERQUE BILINGUAL GROUP



English Test Results

Scores were derived in the same manner as the Spanish test scores. English results presented in Figure 22 indicate that there were no significantly greater gains made by viewers when compared to nonviewers of the series.

Conclusion

In the English content areas, there were no significant differences between viewer and nonviewer scores in terms of effects of viewing CARRASCOLENDAS.

Language Usage Results

Language usage scores on post-test items and gain scores for the combined grade levels are presented in Figure 23. Viewers achieved no significantly greater gains in language mixing scores than did nonviewers. Thus one can have little confidence that differences occurring between viewer and nonviewer groups were due to anything other than chance.

In terms of language fluency, viewers achieved no significantly greater gains than nonviewers in either Spanish or English during the test interviews.

Conclusion

There was no indication that the series appeared to make any significant differences in terms of language usage, in either Spanish or English, between viewer and nonviewer test scores.

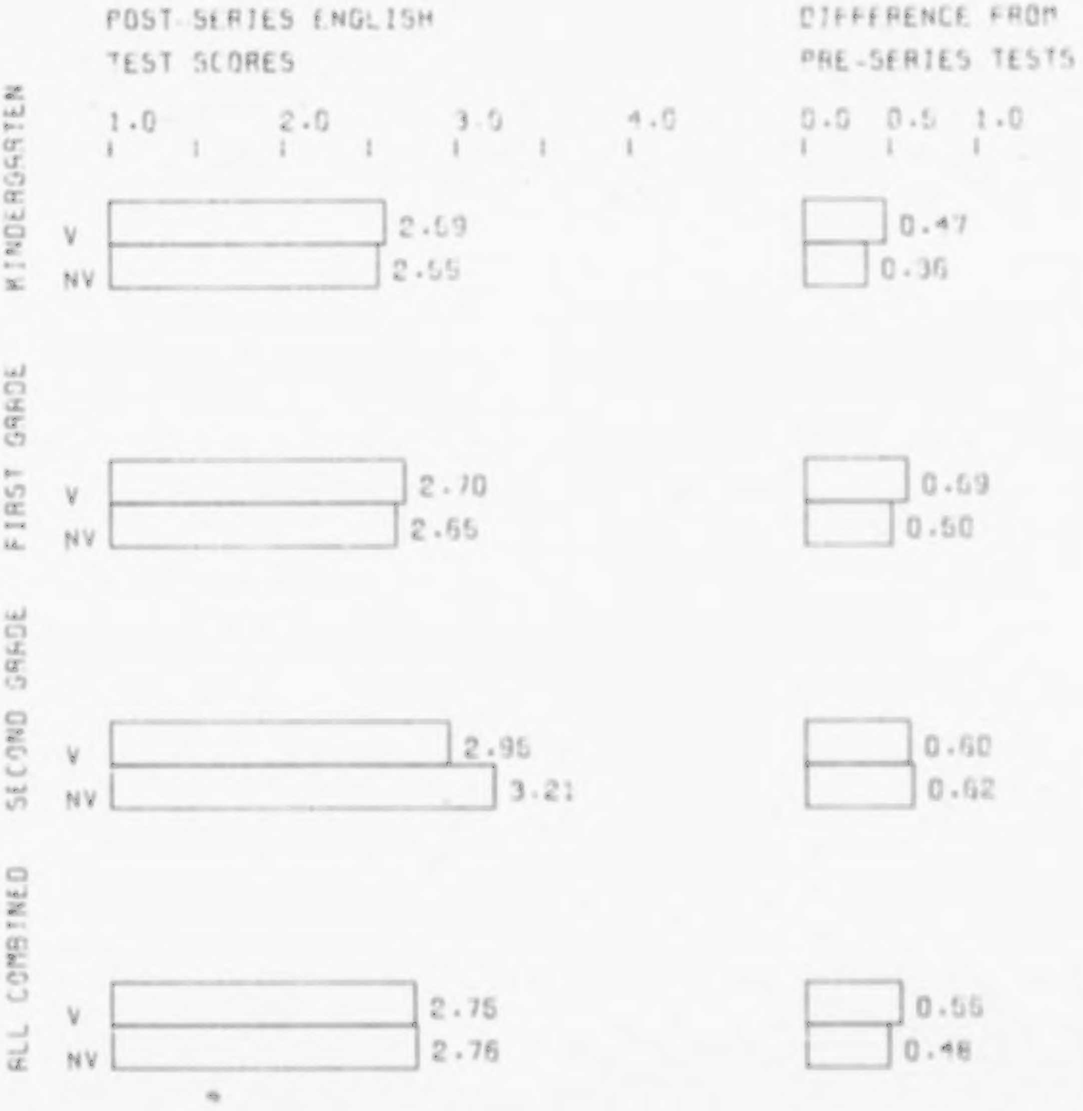
Summary

The series had significant impact on the overall Spanish content scores for viewers in kindergarten at the Albuquerque bilingual classroom site. The series appeared to have no significant impact on language usage of Spanish and/or English, either in terms of language mixing or fluency, nor in English content scores.

FIGURE 22

AVERAGE SITE SCORES

ALBUQUERQUE BILINGUAL GROUP



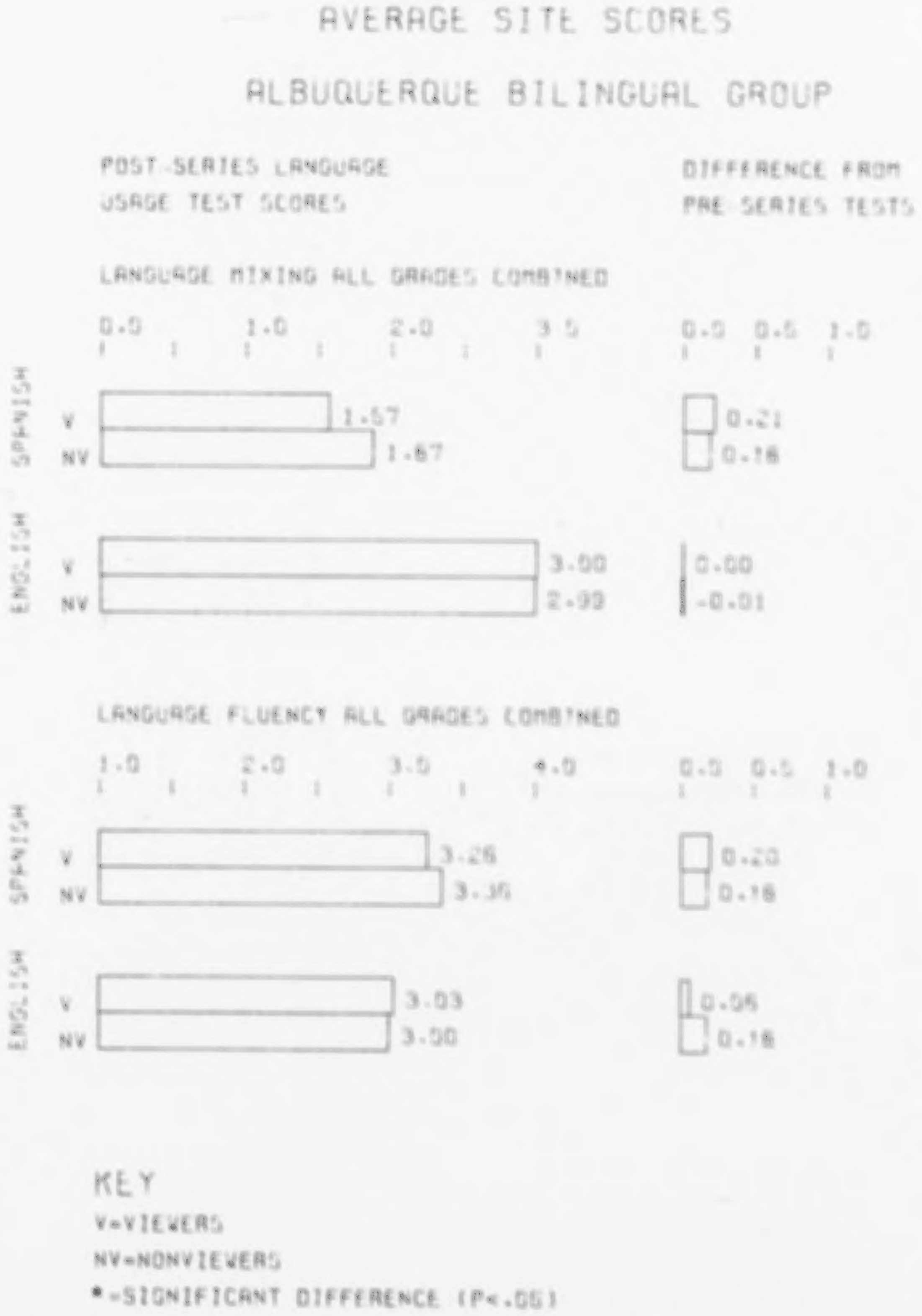
KEY

V=VIEWERS

NV=NONVIEWERS

*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 23


AVERAGE SITE SCORES
ALBUQUERQUE BILINGUAL GROUP
POST-SERIES LANGUAGE
USAGE TEST SCORES
DIFFERENCE FROM
PRE-SERIES TESTS
LANGUAGE MIXING ALL GRADES COMBINED
0.0
1.0
2.0
3.0
0.0
0.5
1.0
SPANISH
V
NV
1.57
1.87
0.21
0.18
ENGLISH
V
NV
3.00
2.99
0.00
-0.01
LANGUAGE FLUENCY ALL GRADES COMBINED
1.0
2.0
3.0
4.0
0.0
0.5
1.0
SPANISH
V
NV
3.26
3.36
0.20
0.18
ENGLISH
V
NV
3.03
3.00
0.06
0.18
KEY
V=VIEWERS
NV=NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

Edinburg Results[3]

Site Description

Edinburg, Texas is in a rural area in Texas, close to the Mexican border, with a large Mexican-American population.

Two schools were used for the CARRASCOLENDAS evaluation at Edinburg. Lamar Elementary in the Edinburg Independent School District provided both viewer and nonviewer subjects in kindergarten and the second grade. Central Elementary, a school for migrant children, provided first grade viewers and nonviewers. Central Elementary is in nearby McAllen, Texas.

Lamar Elementary is funded by a Title VII bilingual program whereas Central School is supplied predominantly with funds from the Texas Education Agency. In addition, the school receives support from Title I and Title VII bilingual programs.

The children in Edinburg viewed the programs on KLRN (Austin/San Antonio) through cable transmission. The migrant children saw the series in McAllen on closed-circuit television; programs shown here were videotaped from the cable presentations. The program was broadcast to Edinburg viewers at 10:00 a.m. on Mondays, Wednesdays, and Fridays. In McAllen, the program was aired at 2:30 p.m., five days per week at the teacher's request.

According to a Test Site Report, no publicity on CARRASCOLENDAS was available at the Edinburg test site.

Lamar is a rural school with many of its students attending from surrounding ranches. Its total enrollment is 450. Families whose children attend Lamar have an approximate annual income of $1,000 - 4,999. Pupils in the school's area attend with few or no transfers allowed.

---

[3] Mr. Robert Tipton of Pan American University was the Edinburg Field Consultant. Field agents were Ms. Linda K. Pierce and Ms. Isabel Prescott.

The ethnic composition of the school is 90% Mexican-American and 10% Anglo.

Kindergarten and second grade viewers watched Sesame Street in addition to CARRASCOLENDAS. Assorted videotapes were also available to second grade viewers. Sesame Street was watched by kindergarten nonviewers. Second grade nonviewers had no televised instruction.

Central Elementary, a rural school comprised of migrant farm workers' children, has an enrollment of 700. Annual income for families in the surrounding area is $1,000 - 4,999.

All children attending Central are Mexican-American.

The first grade viewers and nonviewers receive no other televised instruction.

Teacher and classroom information for both schools is summarized in Table 7.

Results

Spanish Test Results

The average post-test score for viewers and nonviewers in kindergarten, first, and second grades, as well as the combined grade levels, is shown in Figure 24 for overall content testing in Spanish content areas. Post-test scores were derived by computing an average score, on a one-to-four scale, for viewers and nonviewers. Gain scores were computed by subtracting the average pretest scores from post-test scores for viewers and nonviewers. These gain scores of viewers/nonviewers were subjected to a statistical comparison.

Figure 24 indicates that kindergarten viewers achieved statistically significantly greater gains than nonviewers ($p < .01$). The viewers of the three combined grade levels also achieved statistically significantly greater gains ($p < .005$) when compared to nonviewers.

TABLE 7

TEACHER/CLASSROOM TEST SITE INFORMATION (EDINBURG)

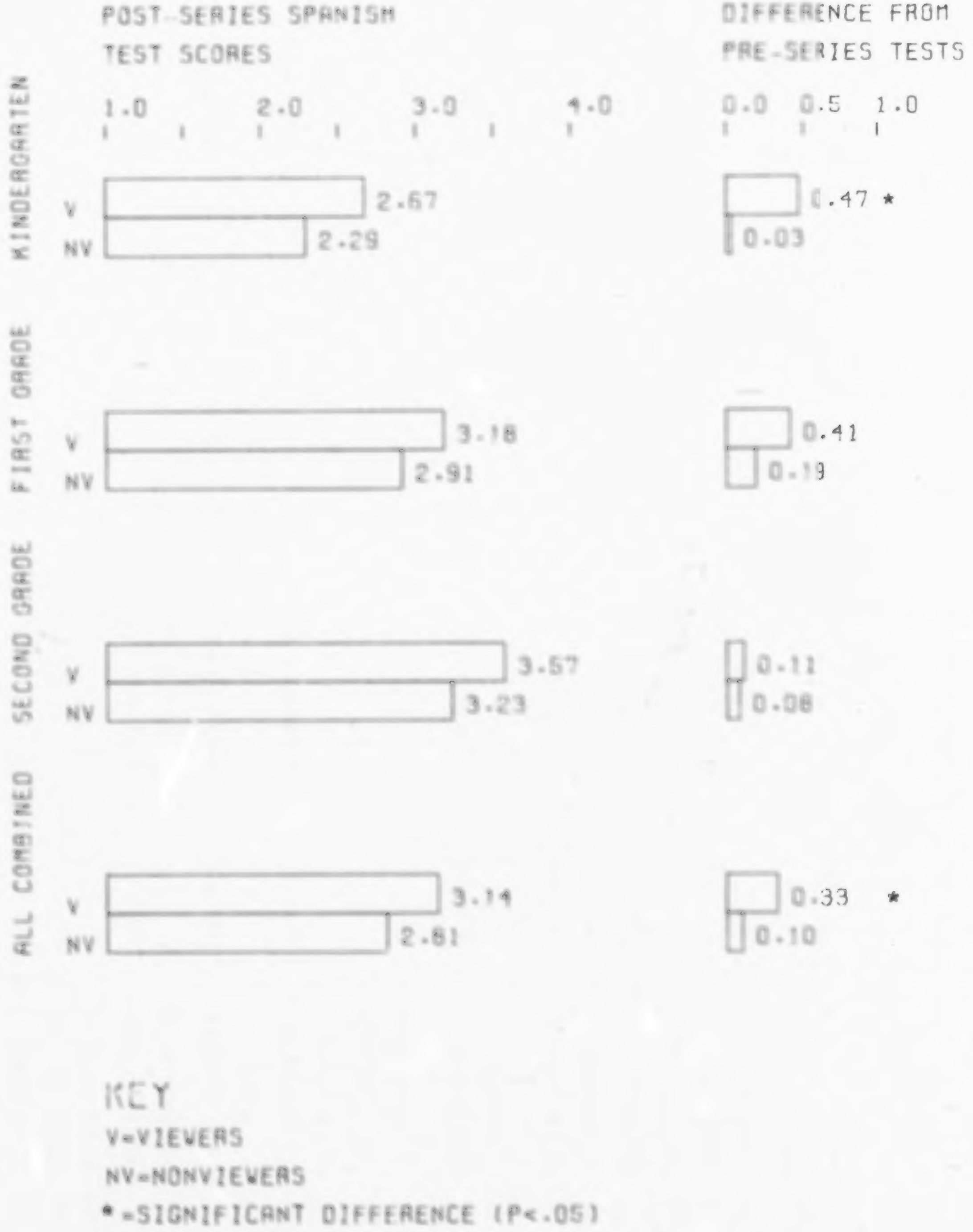
		(Lamar)				(Central)	
		VIEWERS		NONVIEWERS		VIEWERS	NONVIEWERS
Teacher Information	Grade Level	K	2	K	2	1	1
	Number of Teachers	1	1	1	1	1	1
	Highest Degree	B.A.	B.A.	B.A.	B.A.	B.A.	B.A.
	Teaching Experience	5 yrs.	12 yrs.	6 yrs.	25 yrs.	8 yrs.	2 yrs.
	Spanish Fluency	Fluent	Fluent	Fluent	None	Fluent	Fluent
Class Information	Classroom Activities:						
	Before Viewing	Rarely	Sometimes			Sometimes	
	After Viewing	Rarely	Sometimes			Sometimes	
	Language of Activities	None	½ Spanish ½ English			Spanish	
	Bilingual Instruction						
	# days /wk.	5	5	*	None	5	5
	# hrs./wk.	30	30	No response	None	5	5

*Only that necessary to teach English.

FIGURE 24

AVERAGE SITE SCORES

EDINBURG GROUP



Conclusion

The series had significant impact upon viewer responses to Spanish content areas for kindergarten and the combined grades, but not for first or second grades.

English Test Results

Figure 25 presents results of overall content in the English content areas. Scores were arrived at in a similar manner as those for the Spanish test results. As the figure indicates, statistically significant differences were noted for viewers in kindergarten ($p < .01$) and all three grades combined ($p < .01$).

Conclusion

Significant impact was evident in responses to English content areas when viewers and nonviewers were compared for kindergarten and for all three grades combined, but not for first grade or second grade.

Language Usage Results

The average post-test and gain scores of language usage for viewers and nonviewers of the combined grade levels are presented in Figure 26.

Language mixing scores were derived in a similar manner as the content scores though computed on a zero-to-three scale. As can be seen from the figure, there were no significant differences between viewers and nonviewers in terms of language mixing.

Fluency scores were similarly computed on a one-to-four scale. No statistically significant gains were evident, although viewer fluency in English approached a level of significance ($p < .07$) when compared to nonviewers.

FIGURE 25

AVERAGE SITE SCORES

EDINBURG GROUP

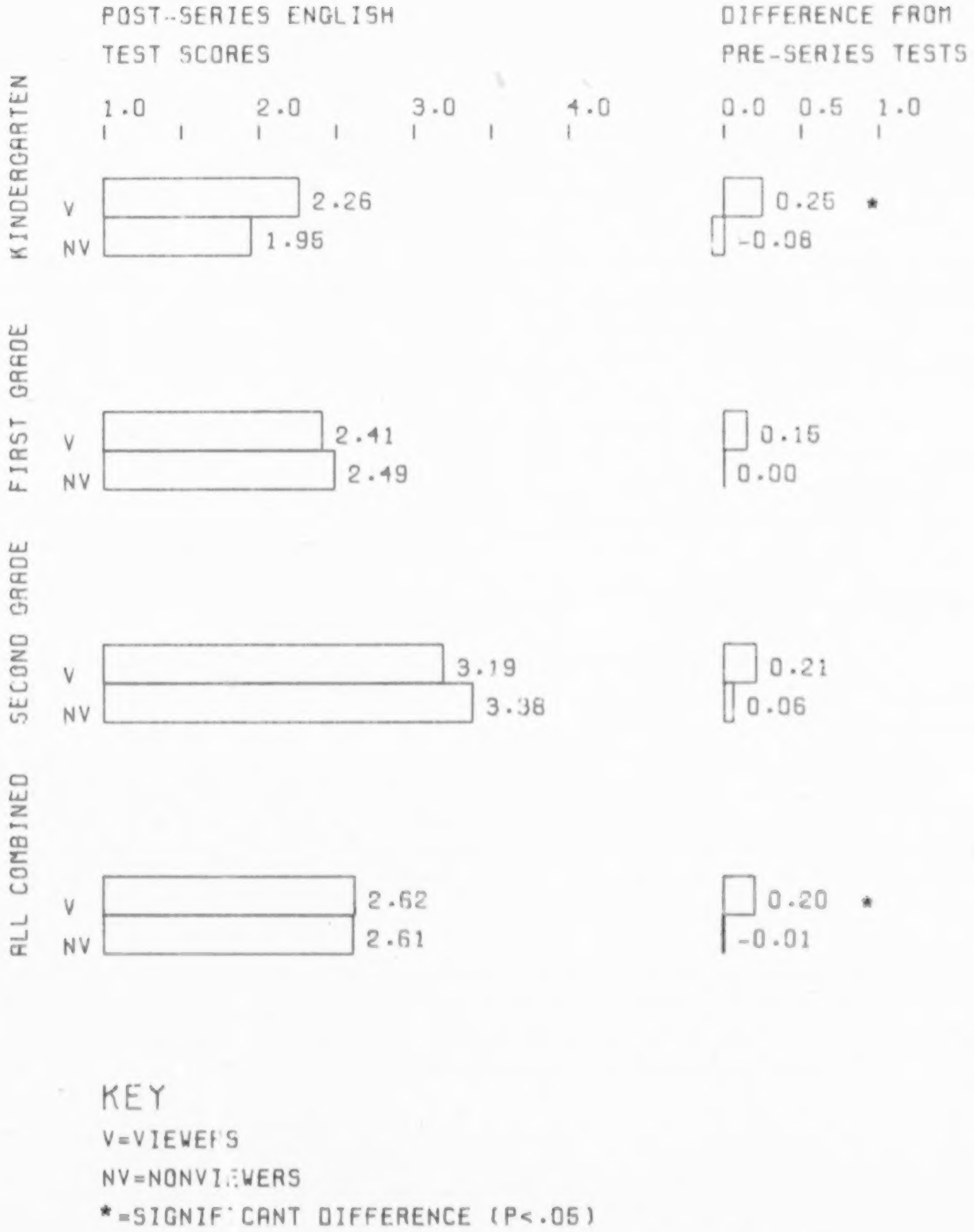
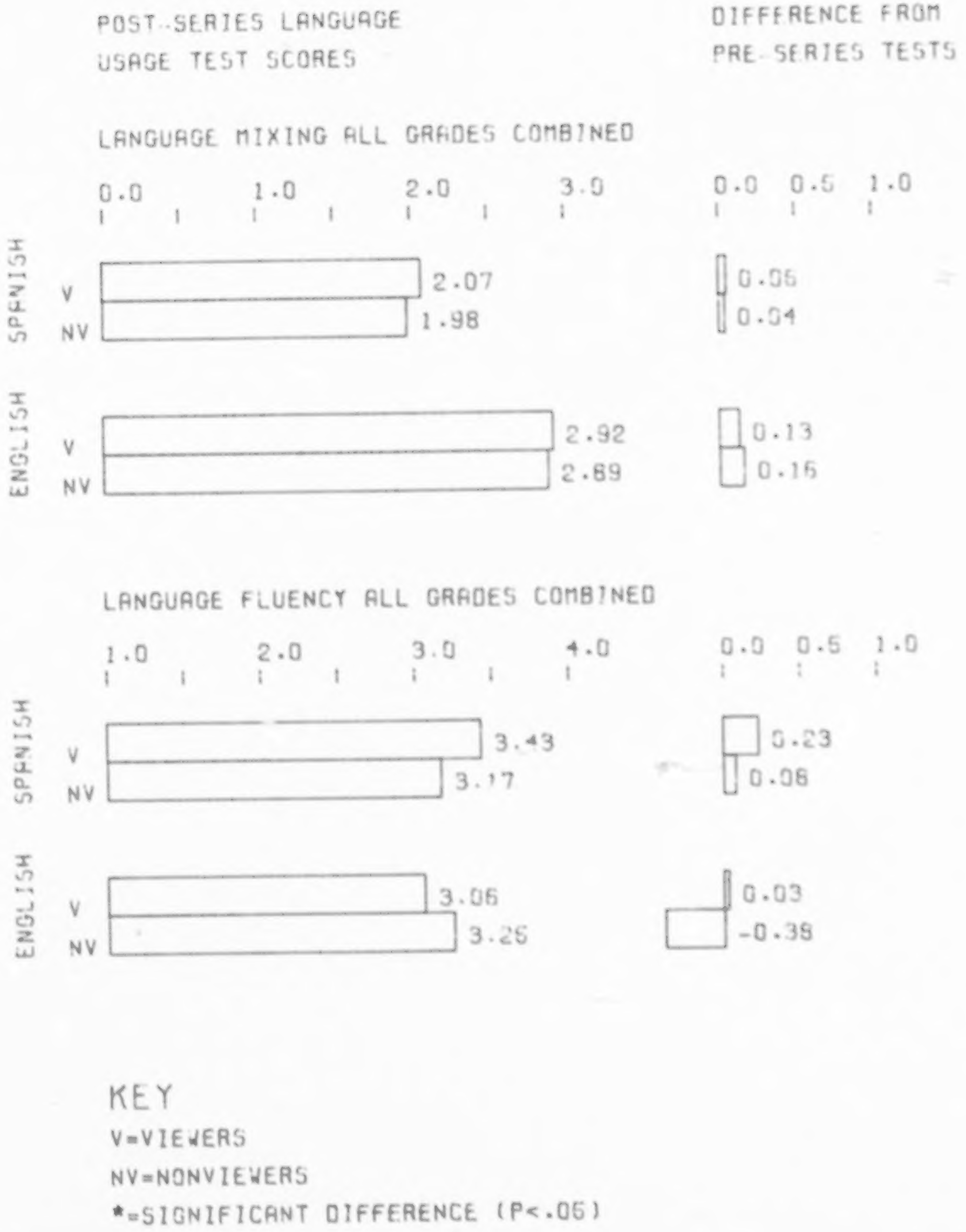


FIGURE 26

AVERAGE SITE SCORES

EDINBURG GROUP



Conclusion

No differences of statistical significance were evident in language usage.

Summary

To summarize, viewers in the combined grade levels, as well as kindergarten, achieved statistically significantly greater gains in both Spanish and English content areas when compared to nonviewers in Edinburg. These may be noted as effects due to viewing CARRASCOLENDAS which were not evident for first and second grades. The series did not appear to affect language usage, although viewers' English fluency approached significance.

Lansing Results[4]

Site Description

Lansing, Michigan, an industrial center having Mexican-Americans in its population, was chosen as a CARRASCOLENDAS test site due mainly to its location out of the southwestern region of the United States.

Viewer subjects were students enrolled in Bingham Elementary School; kindergarten and second grade nonviewers were also Bingham students. First grade nonviewers were enrolled in Oak Park Elementary.

Station WMSB taped CARRASCOLENDAS programs and rebroadcast them on Mondays, Tuesdays, and Fridays at 9:00 a.m. Test Site Reports indicated that there was no publicity regarding CARRASCOLENDAS in the broadcast area.

Bingham Street Elementary is an urban school in Lansing; it does not have a funded bilingual program. The school's total enrollment is 330 students, with the approximate annual income for families in the school's area estimated at $5,000 - 9,999.

Twenty-one percent of Bingham's students are Mexican-American. Four percent are Black, 3% are American Indian, and 1% is listed as "Other" in a Test Site Report. Seventy-one percent of the children are Anglo.

Pupils living in the school's area generally attend Bingham, but transfers are frequently allowed.

Some of the viewer subjects watched other programs in addition to CARRASCOLENDAS. Programs listed by teachers in these classes include Sesame Street, All About You (a program on health), Science Is Everywhere, and Hum and Strum. Viewers in one kindergarten class and one second grade class at Bingham had no televised instruction other than CARRASCOLENDAS. Nonviewer subjects at Bingham did not view any programs of televised instruction.

---

[4] Supervising the CARRASCOLENDAS evaluation in Lansing was Dr. Frank Pino, Assistant Professor in the Department of Romance Languages at Michigan State University. Field agents in Lansing were Ms. María Morón, and Ms. Guadalupe Solis.

First grade nonviewer subjects were students at Oak Park Elementary. Oak Park, like Bingham, is an urban school and does not have a funded bilingual program. Approximate annual family income for those living in the school's area is $1,000 - 4,999.

The school's enrollment is 215. Of these children, 39% are Mexican-American, 50% are Anglo, 9% are Black, and 2% are Indian.

Few or no transfers are allowed in the school's area.

The nonviewer subjects at Oak Park have access to locally-produced educational programs, on subjects such as science and art.

Teacher and classroom information for both schools is summarized in Table 8.

Results

Spanish Test Results

Overall content testing in Spanish is presented in Figure 27. Average post-test scores for viewers and nonviewers are shown for each grade level, as well as for the combined grades. Scores were computed by averaging children's responses on a one-to-four scale for viewers and nonviewers. Gain scores were computed by subtracting pretest scores from post-test scores for viewers and nonviewers and averaging the results. These averages were subjected to a statistical comparison between viewers and nonviewers. Although control subjects for first grade were chosen from the Oak Park School, there were insufficient completed instruments for these nonviewers to allow for statistical comparisons with viewers.

TABLE 8

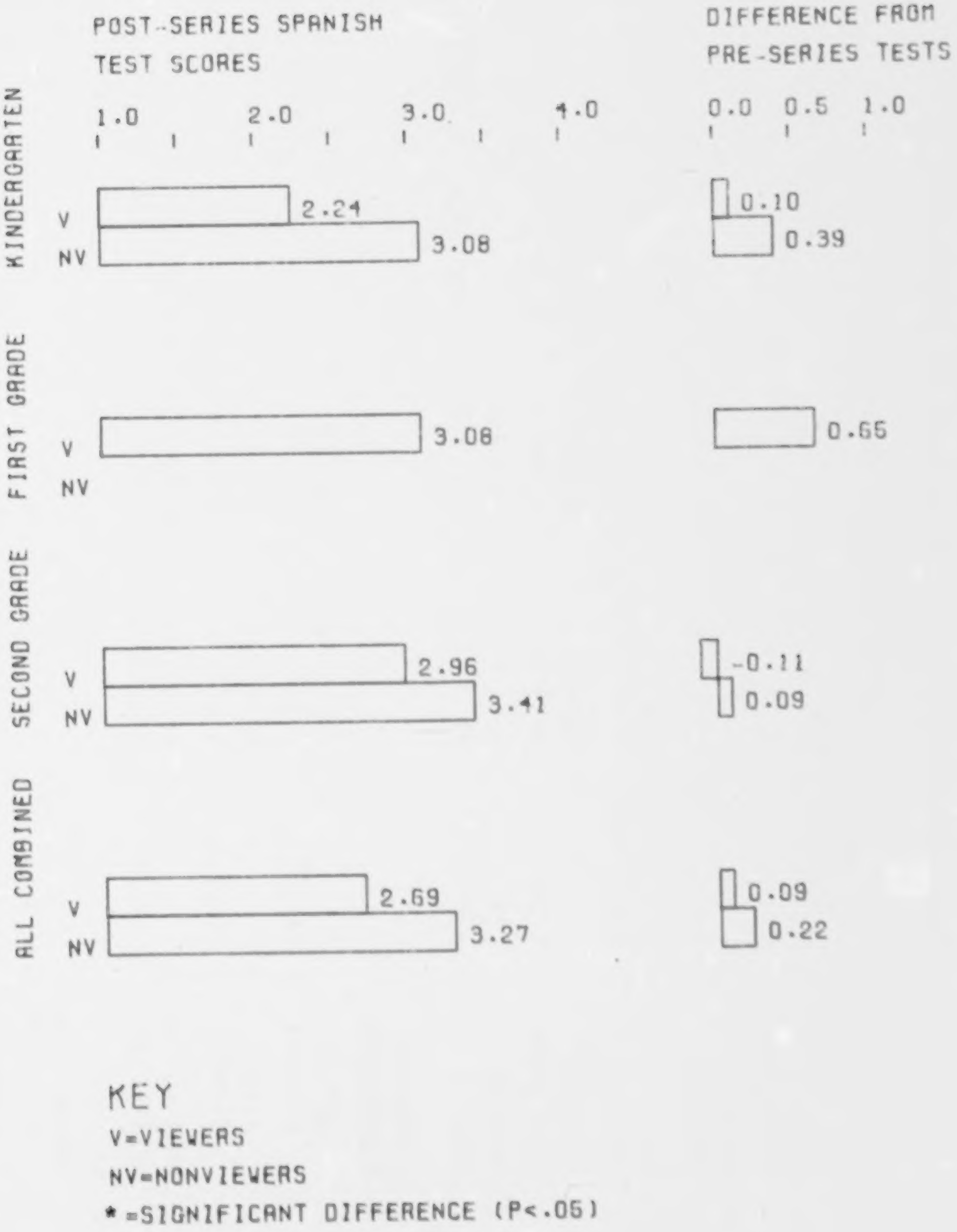
TEACHER/CLASSROOM TEST SITE INFORMATION (LANSING)

		(Bingham Street School)					(Oak Park School)
		VIEWERS			NONVIEWERS		
Teacher Information	Grade Level	K	1	2	K	2	1
	Number of Teachers	1	2	2	1	1	1
	Highest Degree	M.A.	B.A. B.A.	B.A. M.A.	M.A.	B.A.	B.A.
	Teaching Experience	6 yrs.	2½ yrs. 16 yrs.	6 yrs. 3 yrs.	6 yrs.	1 yr.	1 yr.
	Spanish Fluency	Limitedly	None None	Limitedly Limitedly	Limitedly	Fluently	Limitedly
Class Information	Classroom Activities:						
	Before Viewing	Rarely	Sometimes Rarely	Rarely Rarely			
	After Viewing	Sometimes	Sometimes Rarely	Rarely Sometimes			
	Language of Activities	English	English English	½ Spanish, ½ English English			
	Bilingual Instruction						
	# days/wk.					2	
	# hrs./wk.						

FIGURE 27

AVERAGE SITE SCORES

LANSING GROUP



As can be seen from the figure, there were no statistically significant gains in responses of viewers when compared to nonviewers.

Conclusion

Viewing of CARRASCOLENDAS has no significant effects in responses made by children to Spanish content areas.

English Test Results

Average scores presented in Figure 28 were derived in the same manner for responses to English content areas as for Spanish content areas. Again, insufficient nonviewer responses in first grade preclude comparisons.

No significant differences were noted between viewers and nonviewers.

Conclusion

The series had no effect on overall English content area scores.

Language Usage Results

Post-test scores and gain scores for the combined grade levels in terms of language usage are presented in Figure 29.

Language mixing scores, computed on a zero-to-three scale, indicate that gains were not statistically significant.

Language fluency, computed on a one-to-four scale, of viewers in either Spanish or English did not achieve a significant difference from nonviewers.

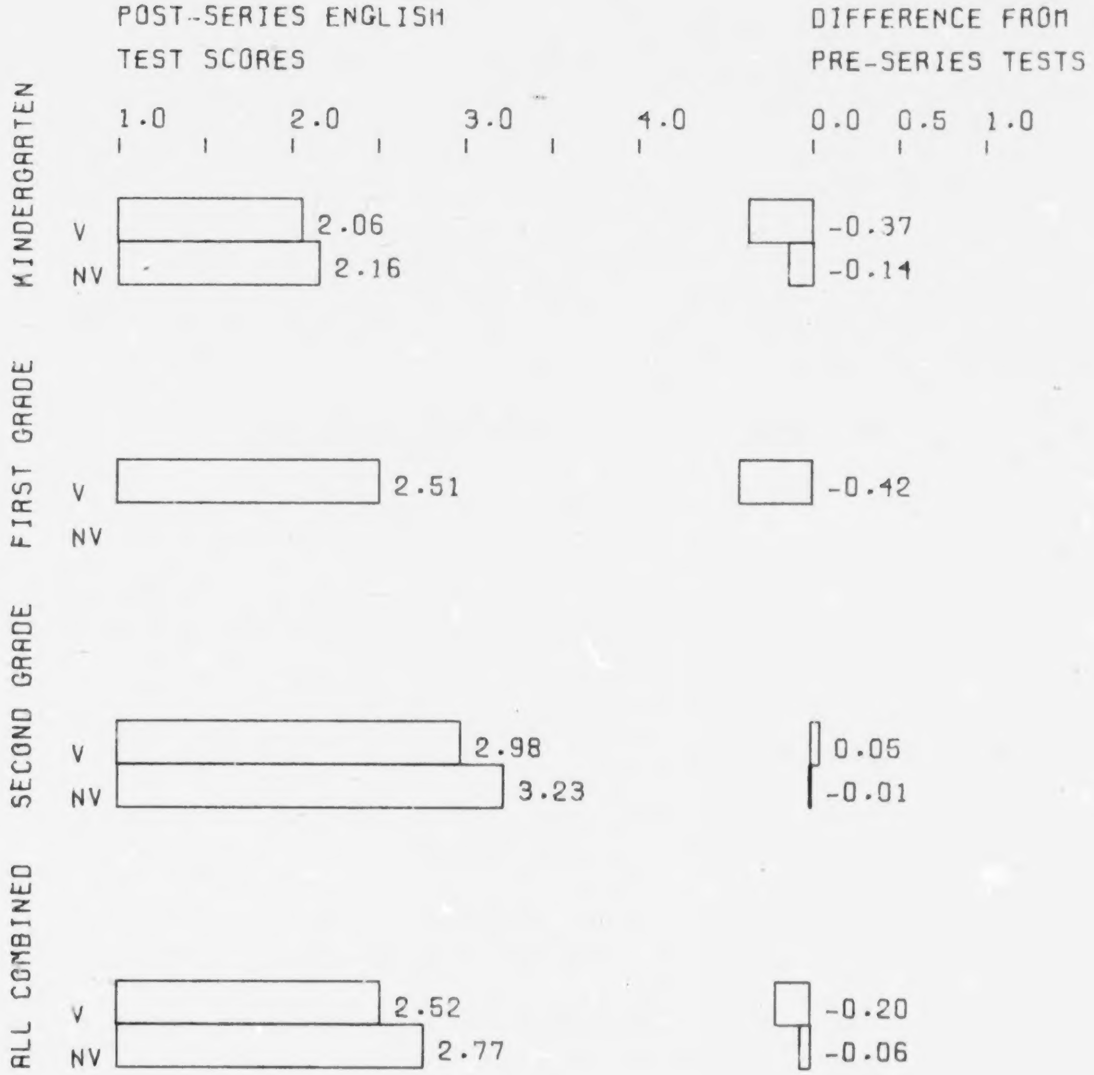
Conclusion

Language usage was not affected by viewing CARRASCOLENDAS.

FIGURE 28

AVERAGE SITE SCORES

LANSING GROUP



KEY

V=VIEWERS

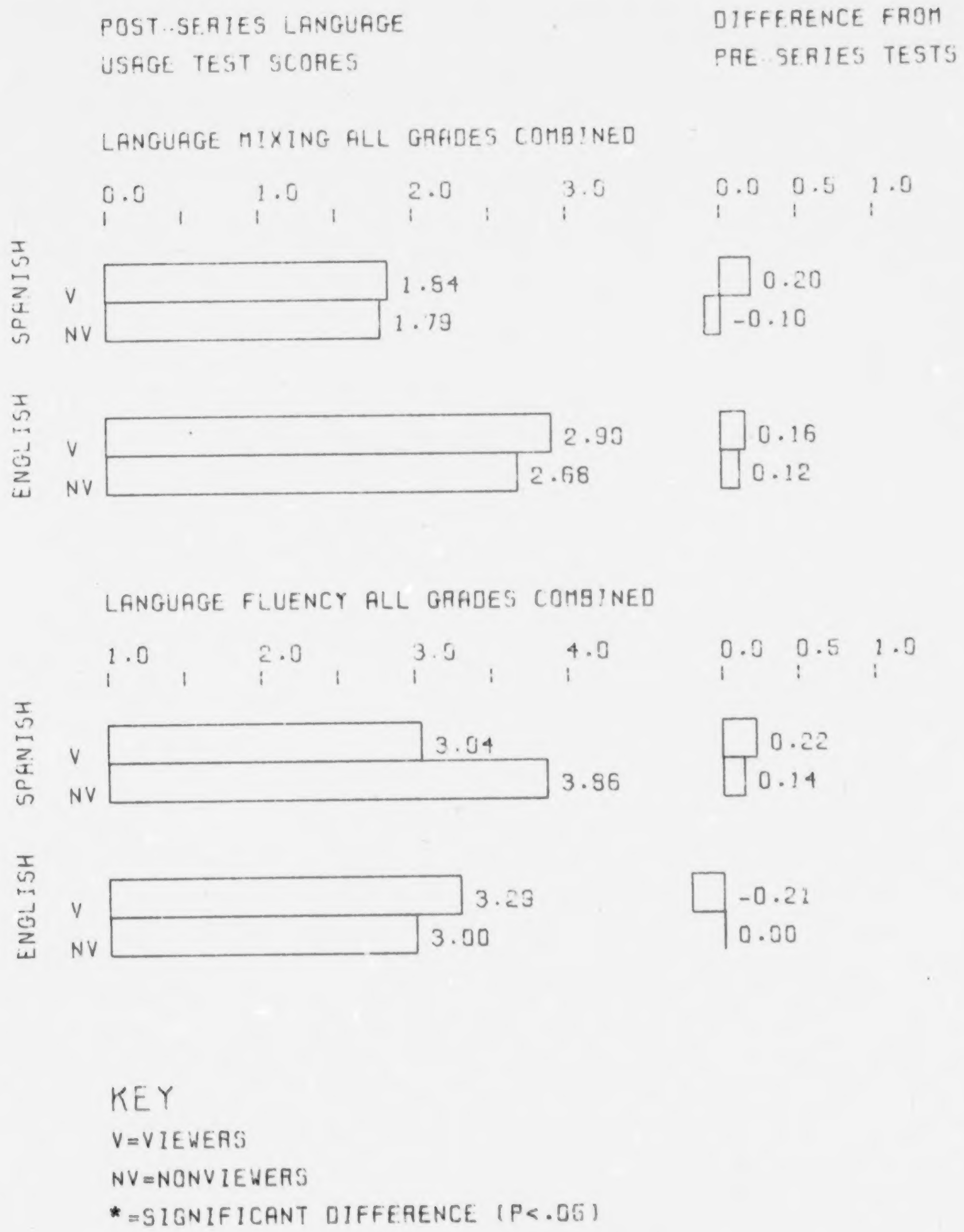
NV=NONVIEWERS

*=SIGNIFICANT.DIFFERENCE (P<.05)

FIGURE 29

AVERAGE SITE SCORES

LANSING GROUP



Summary

In conclusion, there was no indication that the series appeared to make any significant difference in terms of content scores in Spanish and English, or language usage, between Lansing viewers and nonviewers.

Los Angeles Results[5]

Site Description

Los Angeles, California has the largest number of Mexican-American residents of any city in the United States. For this reason it was selected as a CARRASCOLENDAS test site.

All viewer and nonviewer subjects were students at City Terrace Elementary School. The school participates in a Title VII bilingual program.

The Los Angeles Site Status report indicated that the local television station did not air the program to agree with regular school hours; as a result, through conferences with the test school principal, lunch schedules for the participating classes were adjusted in accordance with the telecasting schedule of the programs. The program was viewed at 11:30 a.m. on Mondays and Wednesdays, and at 11:15 a.m. on Fridays. Station KCET, Channel 28, broadcast the series.

CARRASCOLENDAS was publicized through letters sent home to parents of the school children.

As previously mentioned, all CARRASCOLENDAS subjects came from City Terrace Elementary. This urban school has an enrollment of 682. Annual income for families in the area is $1,000 - 4,999.

Pupils in the school's area attend; transfers are allowed when necessary.

The school's ethnic composition is 93% Mexican-American, 3% Anglo, 2% Oriental, 1% Black, and approximately 1% is comprised of American Indian, Filipino, and Other ethnicities.

---

[5] Mr. Ramiro García was the CARRASCOLENDAS Field Consultant in Los Angeles. Mr. García is the Coordinator for the Bilingual Schools Program in Los Angeles City Unified School District. Field agents assisting him were Ms. Gloria Verdin and Ms. Delia Silvas.

CARRASCOLENDAS subjects participated in no other televised instruction.

Teacher and classroom information is summarized in Table 9.

Results

Spanish Test Results

Overall Spanish content area testing results of post-test scores and gain scores are presented in Figure 30. Post-test scores were derived by computing an average score on a one-to-four scale of each child's responses. Each viewer and non-viewer group of children's test scores was then computed for an overall average. Gain scores were computed by subtracting pre-test scores from post-test scores which were then subjected to a statistical comparison between each viewer and nonviewer group.

Although no statistically significant differences are indicated between viewers and nonviewers, first grade viewers and the viewers of the combined grade levels approach the level of significance (first grade $p < .06$ and total $p = < .07$).

Conclusion

No significant effects in Spanish content areas were noted as a result of viewing the series.

English Test Results

Overall English content area testing results of post-test scores and gain scores are presented in Figure 31. Scores were computed in a like manner as for the Spanish content areas. Viewers in second grade and the combined grade levels achieved statistically significantly greater gains in English content areas ($p < .05$) when compared to nonviewers. In addition, the difference in viewer/nonviewer gains for the first grade approached, but did not achieve, statistical significance ($p < .07$).

TABLE 9

TEACHER/CLASSROOM TEST SITE INFORMATION (LOS ANGELES)

(City Terrace Elementary)

		VIEWERS			NONVIEWERS	
Teacher Information	Grade Level	K	1	2	1	2
	Number of Teachers	1	1	1	1	1
	Highest Degree	B.A.	B.A.	B.A.	M.A.	B.A.
	Teaching Experience	10 yrs.	1½ yrs.	1½ yrs.	1 yr.	1 yr.
	Spanish Fluency	Fluent	Fluent	Fluent	Fluent	Moderate
Class Information	Classroom Activities:					
	Before Viewing	Sometimes	Always	Sometimes		
	After Viewing	Sometimes	Always	Sometimes		
	Language of Activities	½ Spanish ½ English	½ Spanish ½ English	½ Spanish ½ English		
	Bilingual Instruction					
	# days/wk.	5	5	5	5	5
	# hrs./wk.	15	25	10	30	No response

FIGURE 30
AVERAGE SITE SCORES

LOS ANGELES GROUP

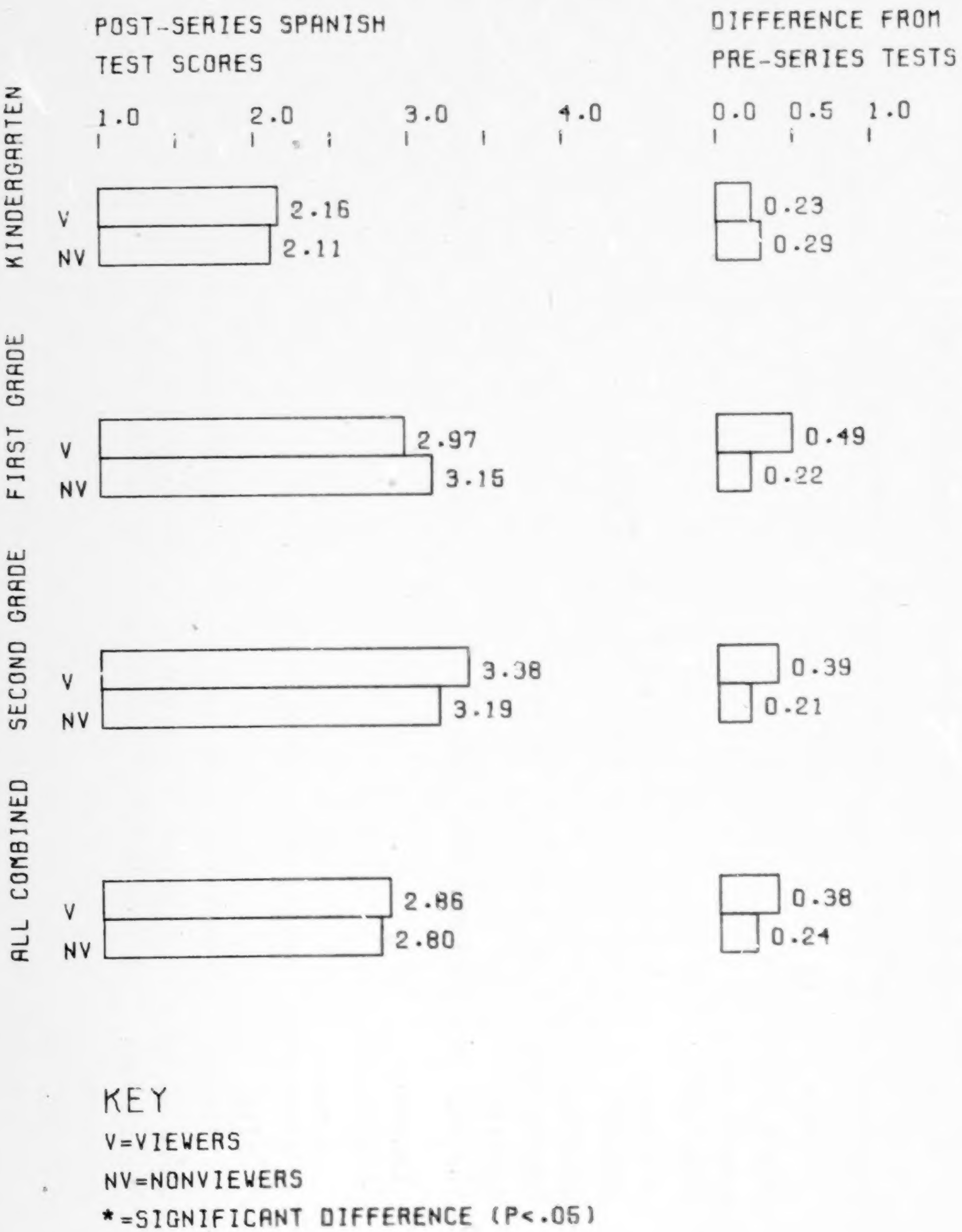
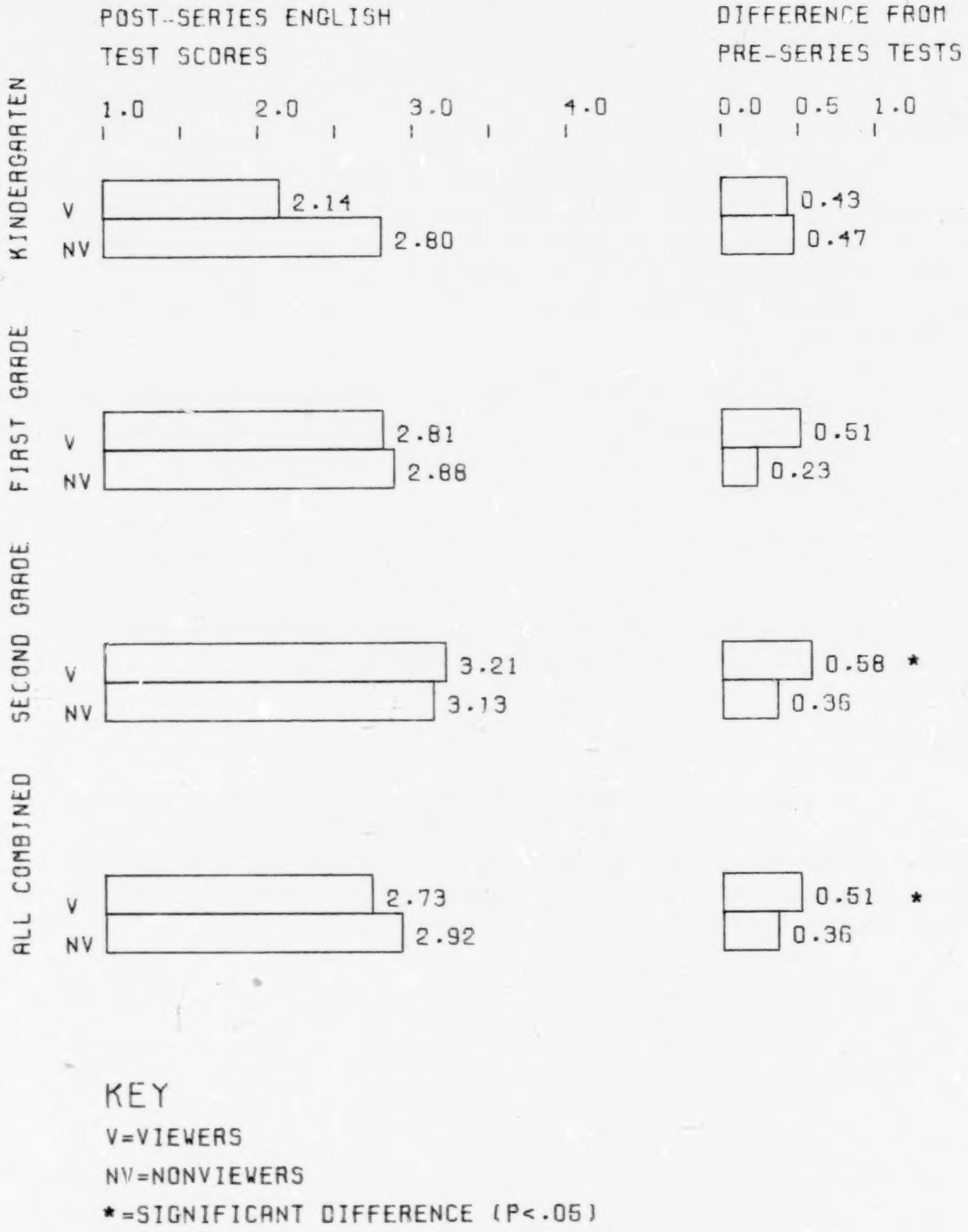


FIGURE 31
AVERAGE SITE SCORES

LOS ANGELES GROUP



Conclusion

Viewing of CARRASCOLENDAS significantly affected the gain scores of viewers when compared to nonviewers in the second grade and the combined grades. Less salient gains were evident among viewers in the first grade.

Language Usage Results

Language usage was measured in terms of language mixing and language fluency. Post-test and gain scores for language mixing, computed on a zero-to-three scale, and for language fluency, computed on a one-to-four scale, were derived in a similar fashion as the content scores. Figure 32 presents these scores.

No significant differences are noted in language mixing nor in language fluency. However, fluency in English approached a significant level of gains ($p < .09$) when viewers were compared to nonviewers.

Conclusion

No statistically significant gains were achieved by viewers of the series in language usage.

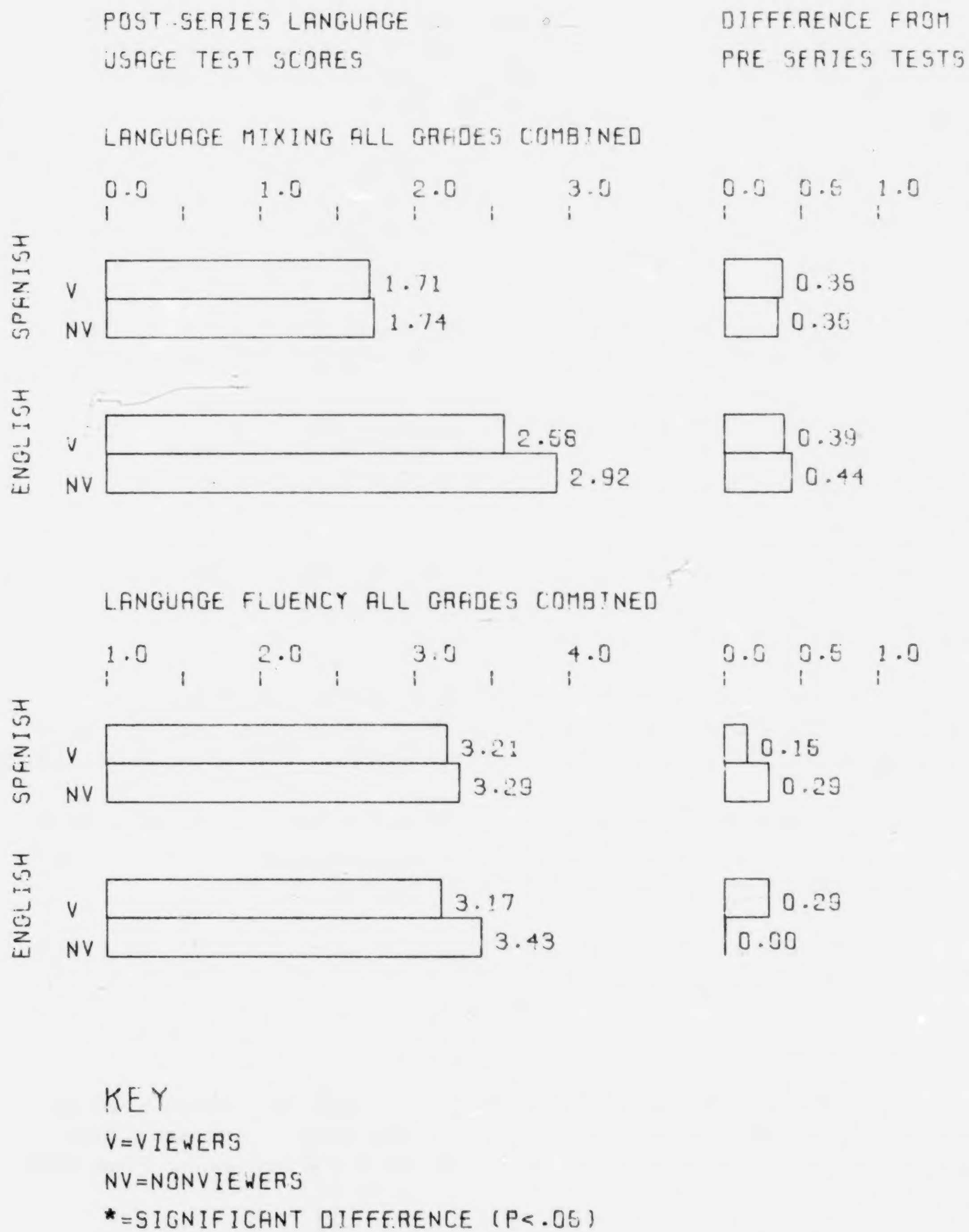
Summary

In summary, the only statistically significant gains made by Los Angeles viewers of the series were achieved by second grade children and the combined grades in the English content area. No significant impact was achieved on language usage scores or Spanish content areas.

FIGURE 32

AVERAGE SITE SCORES

LOS ANGELES GROUP



Pueblo Results[6]

Site Description

Pueblo, Colorado, because of its location out of the southwestern region of the United States, was chosen as a CARRASCOLENDAS test site. Twenty-eight percent of the school population of Pueblo is Mexican-American.

Three schools were used in Pueblo, each one having viewer and nonviewer subjects. The schools were Bradford Elementary, Hyde Park Elementary, and Bessemer Elementary. None of these schools participate in a bilingual program.

Data was obtained on the basis of two viewer groups using these three schools. One viewer group was comprised of Anglo subjects, the other group of Mexican-American subjects. In addition to kindergarten through second grades, third graders were included in the testing to provide a means of comparison between third grade test results and results from the lower grades.

The series was broadcast through the Southern Colorado State College Educational Television Station on Tuesdays, Wednesdays, and Thursdays at 2:00 p.m.

Test Site Reports from Pueblo indicated that CARRASCOLENDAS was publicized through television and/or radio, newspaper, local and national publications, and parent bulletins.

Bradford Elementary is an urban school in Pueblo with an enrollment of 546 students. The approximate annual income for the families of its students is $1,000 - 4,999.

Students living in the school's area attend and transfers are frequently allowed.

---

[6] The Field Consultant in Pueblo was Ms. Arlene Sutton, Assistant Professor of Education at Southern Colorado State College. She was assisted in field work by students from that college.

The ethnic composition of Bradford is 75% Mexican-American, 24% Anglo, and 1% Black.

In addition to viewing CARRASCOLENDAS, kindergarten viewer subjects watched a series entitled Project Self Discovery. First and second grade viewers had no televised instruction other than one second grade class in which The Electric Company was viewed occasionally. Third grade subjects watched The Electric Company and a science program.

Kindergarten nonviewers also watched Project Self Discovery. First grade nonviewers at Bradford had no televised instruction. (Kindergarten and first grade students only were used as nonviewer subjects at Bradford.)

Hyde Park has an enrollment of 369 children; their families have an approximate annual income of $1,000 - 4,999.

Pupils in the school's area attend Hyde Park; the school has had very few transfer requests.

The ethnic composition is 73% Mexican-American, 26.96% Anglo, and .04% Black.

Kindergarten and first grade viewers had no televised instruction othern than CARRASCOLENDAS; the same was true for third grade viewers. Second grade viewers occasionally viewed The Electric Company.

Kindergarten and second grade nonviewers at Hyde Park had no televised instruction. (Only kindergarten and second grade students were used as nonviewers at Hyde Park.)

Bessemer is an urban school with an enrollment of 348. Approximate annual income for families whose children attend Bessemer is $1,000 - 4,999.

Any pupil residing in the Bessemer school district may attend the school.

The ethnic composition is 74% Mexican-American, 11% Black, and 15% classified as "Other" in the Test Site Reports.

In addition to CARRASCOLENDAS, first and second grade viewer subjects (the only grades used at Bessemer for obtaining viewer subjects) had no other televised instruction.

Nonviewers at Bessemer came from the second and third grades. Second graders watched _The Electric Company_, while third grade nonviewers viewed a program entitled _Exploring the World of Science_.

Teacher and classroom information for the three schools is summarized in Tables 10, 11, and 12.

Mexican-American Group Results

Spanish Test Results

Figure 33 presents the results of overall content testing in Spanish content areas. The average post-test score is shown for each viewer and nonviewer group in each grade level and for the three grade levels combined. Post-test scores were derived by computing an average score, on a one-to-four scale, of each child's responses to all content items tested. An average of these scores was then computed for each viewer and nonviewer group. Gain scores were also computed by subtracting pretest scores from post-test scores. Average gain scores for each viewer/nonviewer group are also indicated in the figure. The average gain scores were subjected to a statistical comparison between viewers and nonviewers.

As can be seen from the figure, first grade viewers achieved statistically significantly greater gains ($p < .001$) than did nonviewers. Statistically significant gains were also achieved by viewers of the combined three grade levels ($p < .02$) when compared to nonviewers.

Conclusion

The overall Spanish content effects of the series were significant for viewers in the first grade and for the combined grades. The series, however, appeared to have had no statistically significant benefits for kindergarten and second grade viewers of the series.

TABLE 10

TEACHER/CLASSROOM TEST SITE INFORMATION (PUEBLO)

(Bradford Elementary)

		VIEWERS				NONVIEWERS	
	Grade Level	K	1	2	3	K	1
Teacher Information	Number of Teachers	1	2	3	3	1	1
	Highest Degree	B.A.	M.A. M.A.	B.A. B.A. B.A.	B.A. B.A. M.A.	B.A.	B.A.
	Teaching Experience	17 yrs.	29 yrs. No response	14 yrs 27 yrs. 31 yrs.	17 yrs. 24 yrs. 7 yrs.	17 yrs.	9 yrs.
	Spanish Fluency	None	None Fluent	None None None	None Limited None	None	None

TABLE 10 (Continued)

		VIEWERS				NONVIEWERS	
Class Information	Classroom Activities:						
	Before Viewing	Sometimes	Never Sometimes	Sometimes Sometimes Never	Never Always Rarely		
	After Viewing	Sometimes	Sometimes Sometimes	Sometimes Sometimes Rarely	Never Always Sometimes		
	Language of Activities	English	English	English English English	English Spanish English		
	Bilingual Instruction						
	# days/wk.	5	3 5	No response 3 No response	No response No response None	5	No response
	# hrs./wk.	Few minutes per day	No response No response	No response 1½ 1½	No response No response None	Few minutes per day	No response

TABLE 11

TEACHER/CLASSROOM TEST SITE INFORMATION (PUEBLO)

(Hyde Park Elementary)

		VIEWERS				NONVIEWERS	
Teacher Information	Grade Level	K	1	2	3	K	2
	Number of Teachers	1	2	1	2	1	1
	Highest Degree	B.A.	M.A. B.A.	B.A.	B.A. B.A.	B.A.	M.A.
	Teaching Experience	13 yrs.	17 yrs. 15 yrs.	9 yrs.	17 yrs. 18 yrs.	13 yrs.	5 yrs.
	Spanish Fluency	None	None None	Moderate	None Moderate	None	None
Class Information	Classroom Activities:						
	Before Viewing	Sometimes	Never Sometimes	Never	Rarely Never		
	After Viewing	Rarely	Rarely Sometimes	Never	Rarely Never		
	Language of Activities	English	English English	No activities	No activities		
	# days/wk.	No response	None None	None	No response None	No response	None
	# hrs./wk.	No response	None None	None	No response None	No response	None

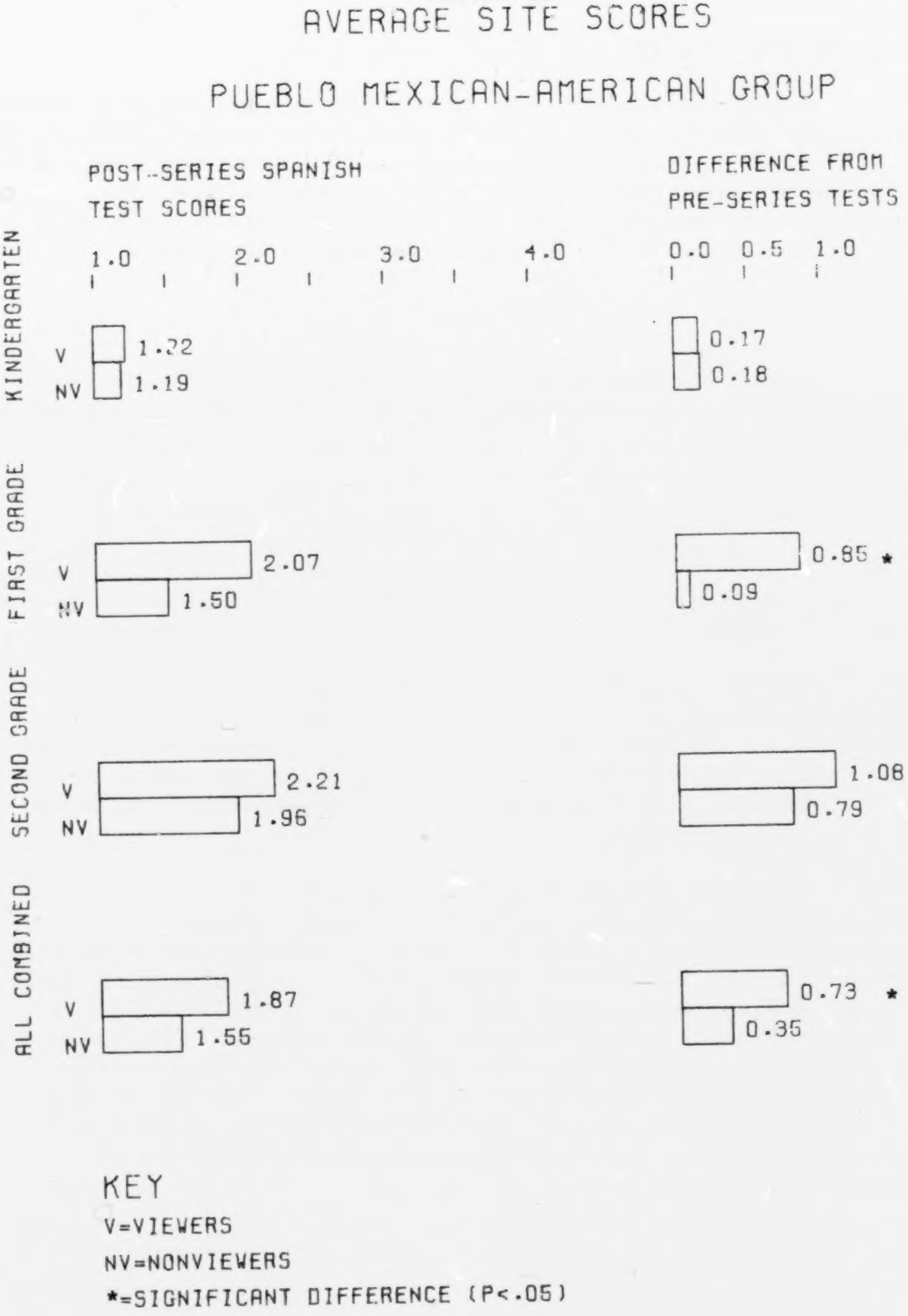
TABLE 12

TEACHER/CLASSROOM TEST SITE INFORMATION (PUEBLO)

(Bessemer Elementary)

		VIEWERS		NONVIEWERS	
Teacher Information	Grade Level	K	1	2	3
	Number of Teachers	1	1	1	1
	Highest Degree	B.A.	B.A.	B.A.	B.A.
	Teaching Experience	5 yrs.	14 yrs.	14 yrs.	12 yrs.
	Spanish Fluency	None	None	None	None
Class Information	Classroom Activities:				
	Before Viewing	Sometimes	Rarely		
	After Viewing	Sometimes	Never		
	Language of Activities	No response	English		
	Bilingual Instruction				
	# days/wk.	No response	None	None	None
	# hrs./wk.	No response	None	None	None

FIGURE 33


AVERAGE SITE SCORES
PUEBLO MEXICAN-AMERICAN GROUP
POST-SERIES SPANISH TEST SCORES
DIFFERENCE FROM PRE-SERIES TESTS
1.0
2.0
3.0
4.0
0.0
0.5
1.0
KINDERGARTEN
V
NV
1.22
1.19
0.17
0.18
FIRST GRADE
V
NV
2.07
1.50
0.85 *
0.09
SECOND GRADE
V
NV
2.21
1.96
1.08
0.79
ALL COMBINED
V
NV
1.87
1.55
0.73 *
0.35
KEY
V=VIEWERS
NV=NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

English Test Results

Figure 34 presents the results of overall content testing in English content areas. Scores were derived in the same manner as for Spanish content areas. English results indicate a statistically significant gain for kindergarten viewers ($p < .01$). Viewers in all three combined grades approached, but did not achieve, significant gains ($p < .06$) when compared to nonviewers.

Conclusion

CARRASCOLENDAS appeared to have had a significant effect on gain scores of kindergarten viewers in terms of overall content testing in English.

Language Usage Results

Figure 35 presents the average post-test and gain scores for the combined grade levels for viewer and nonviewer groups in terms of language usage--language mixing and language fluency.

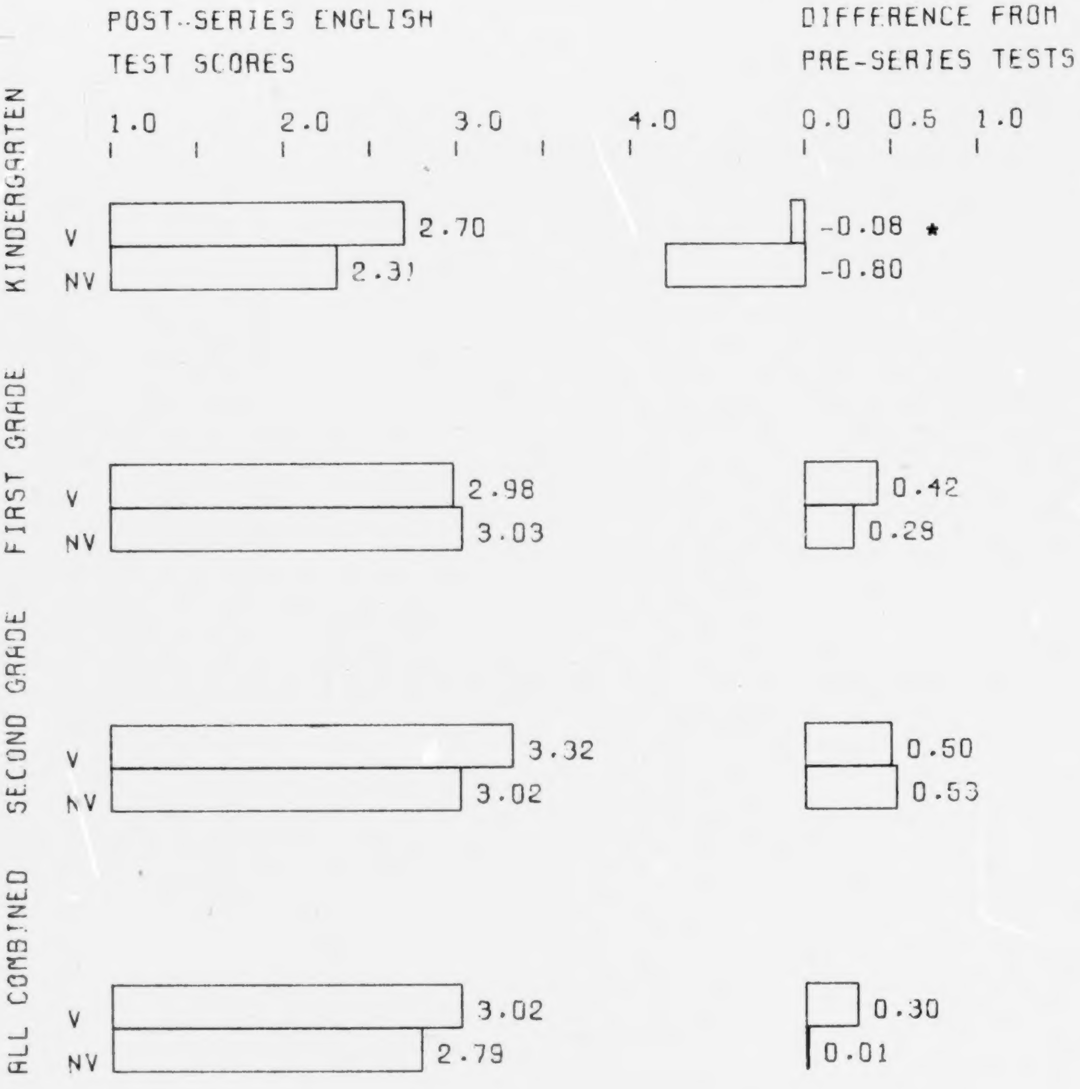
The language mixing scores were derived in a similar manner to the content scores, but were computed on a zero-to-three scale. As can be seen from the figure, viewers achieved a significantly greater gain in terms of language mixing scores in Spanish ($p < .04$). No significant differences are achieved for the English scores.

Language fluency scores were assigned to each child on the pretest and post-test based on the test interviewer's rating of the child's overall fluency in Spanish and/or English during the test interview. These scores were assigned on a one-to-four scale. Gain scores were computed by subtracting the post-test fluency scores from the pretest scores. Average post-test fluency scores and average gain scores for each viewer/nonviewer group are also shown in the figure. As can be seen, a statistically significant gain was achieved by viewers in Spanish ($p < .04$), and no difference was noted in term of English fluency.

FIGURE 34

AVERAGE SITE SCORES

PUEBLO MEXICAN-AMERICAN GROUP



KEY

V=VIEWERS

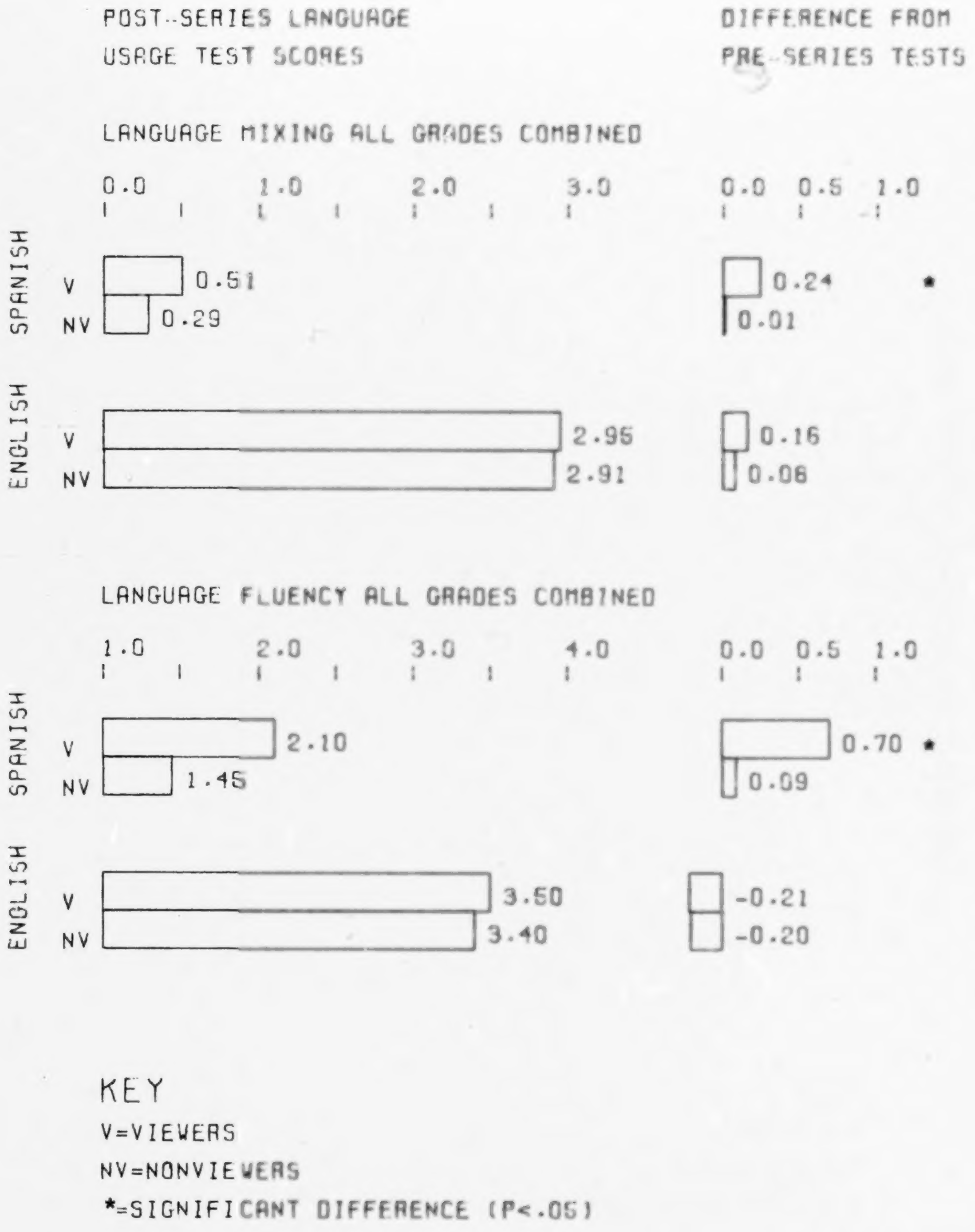
NV=NONVIEWERS

*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 35

AVERAGE SITE SCORES

PUEBLO MEXICAN-AMERICAN GROUP



Conclusion

Language usage scores in Spanish by viewers were statistically significantly greater than nonviewers for both language mixing and language fluency. No similar gains were achieved in English.

Summary

In summary, Pueblo Mexican-American children in the first grade and the combined grades achieved statistically significantly greater gains after viewing CARRASCOLENDAS than did nonviewers in the Spanish content areas. Significant gains were achieved by viewers in kindergarten in the English content areas. Although no statistically significant gains were made in terms of English language usage, significant gains were made by viewers in terms of language mixing and language fluency in Spanish.

Anglo Group Results

Spanish Test Results

The Field Consultant in Pueblo did not administer Spanish pretests to Anglo subjects since two or three trial interviews generally indicated no response to test items.

Post-test scores were averaged for viewers and nonviewers in kindergarten, first, and second grades, and for the three grades combined. Scores are presented in Figure 36.

No gain scores could be gauged since the pretests were not administered.

English Test Results

Scores for English content areas were derived on a one-to-four scale. Post-test scores are presented in Figure 37 as well as gain scores computed by subtracting the average pretest scores from the average post-test scores of viewers and nonviewers.

FIGURE 36

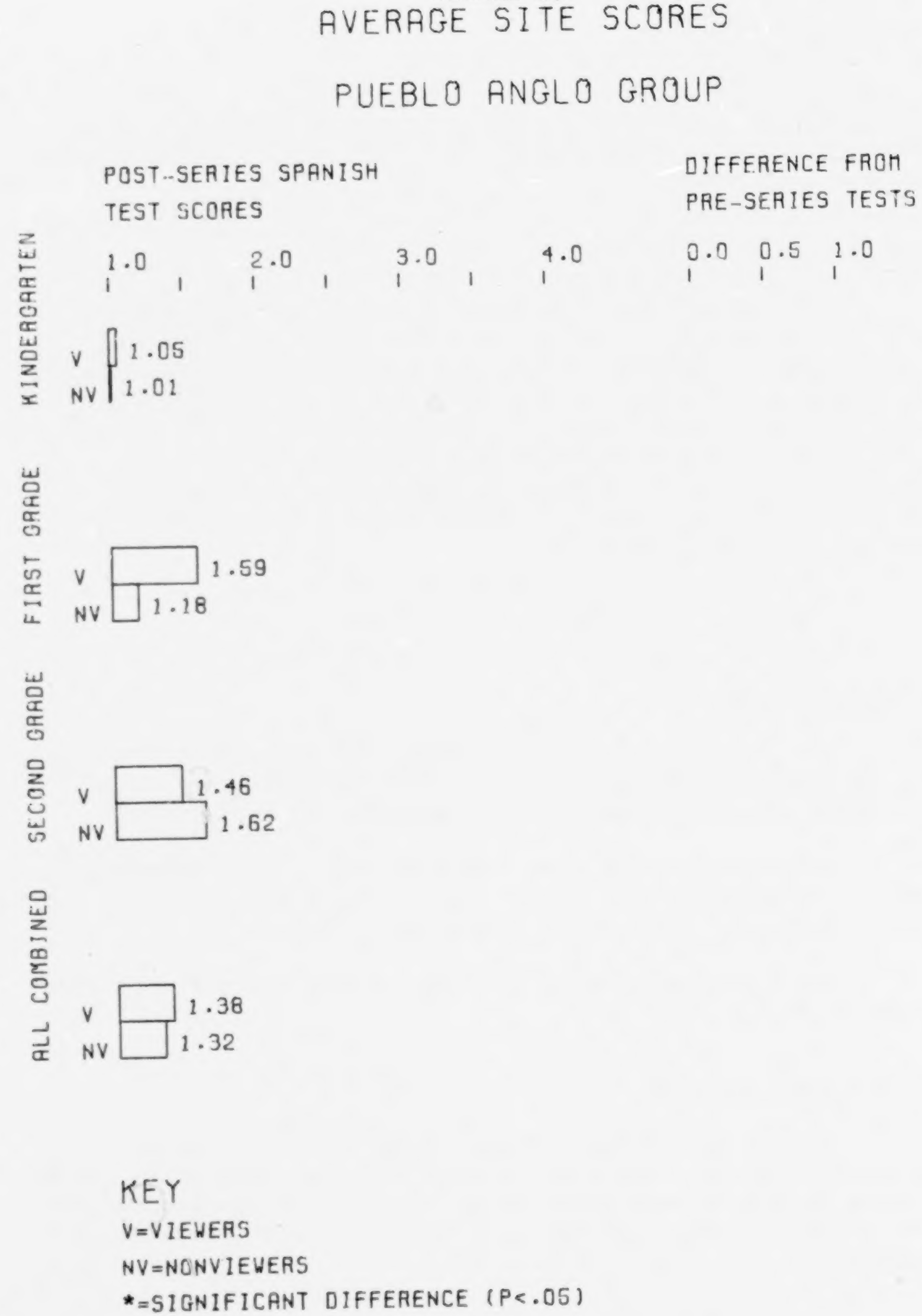
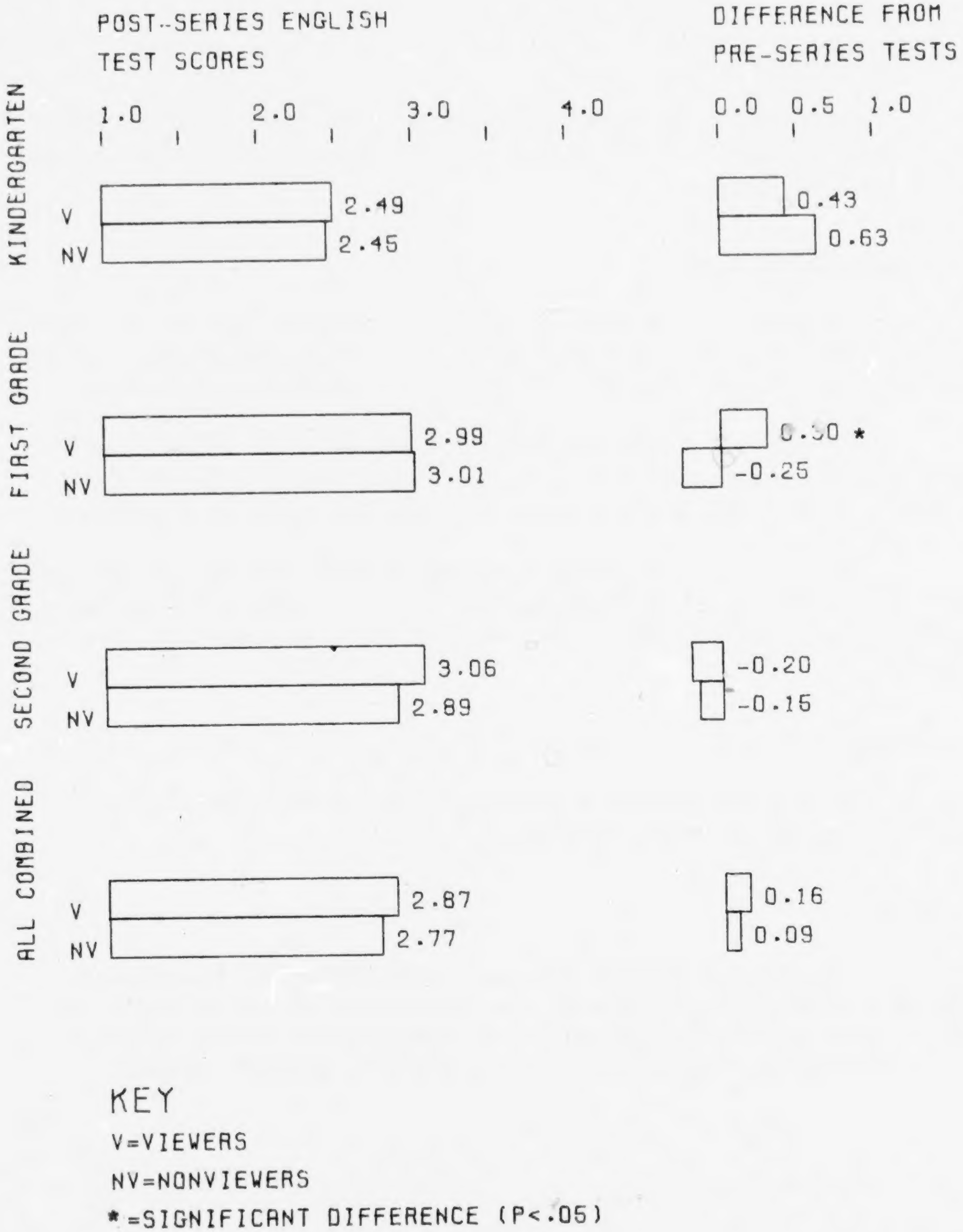

AVERAGE SITE SCORES
PUEBLO ANGLO GROUP
POST-SERIES SPANISH TEST SCORES
DIFFERENCE FROM PRE-SERIES TESTS
1.0
2.0
3.0
4.0
0.0
0.5
1.0
KINDERGARTEN
V
1.05
NV
1.01
FIRST GRADE
V
1.59
NV
1.18
SECOND GRADE
V
1.46
NV
1.62
ALL COMBINED
V
1.38
NV
1.32
KEY
V=VIEWERS
NV=NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 37

AVERAGE SITE SCORES

PUEBLO ANGLO GROUP



As can be seen from the figure, first grade Anglo viewers achieved statistically significant gains in the English content areas. No other significant differences between viewers and nonviewers were indicated.

Conclusion

Viewing of the series had a significant impact upon responses of first grade viewers, but not upon kindergarten or second grade viewers.

Language Usage Results

Language usage scores for the combined grades on post-test items are presented in Figure 38. Gain scores in English are also indicated although none was available in Spanish.

No statistically significant gains were noted in the comparison of viewers and nonviewers although language mixing in English did approach a level of significance ($p < .69$).

Measures of language fluency on the pretest in English were high (often at ceiling level) and even small variations in children's responses could account for the negative gain scores.

Conclusion

No statistically significant gains were evident on language usage of Anglo subjects.

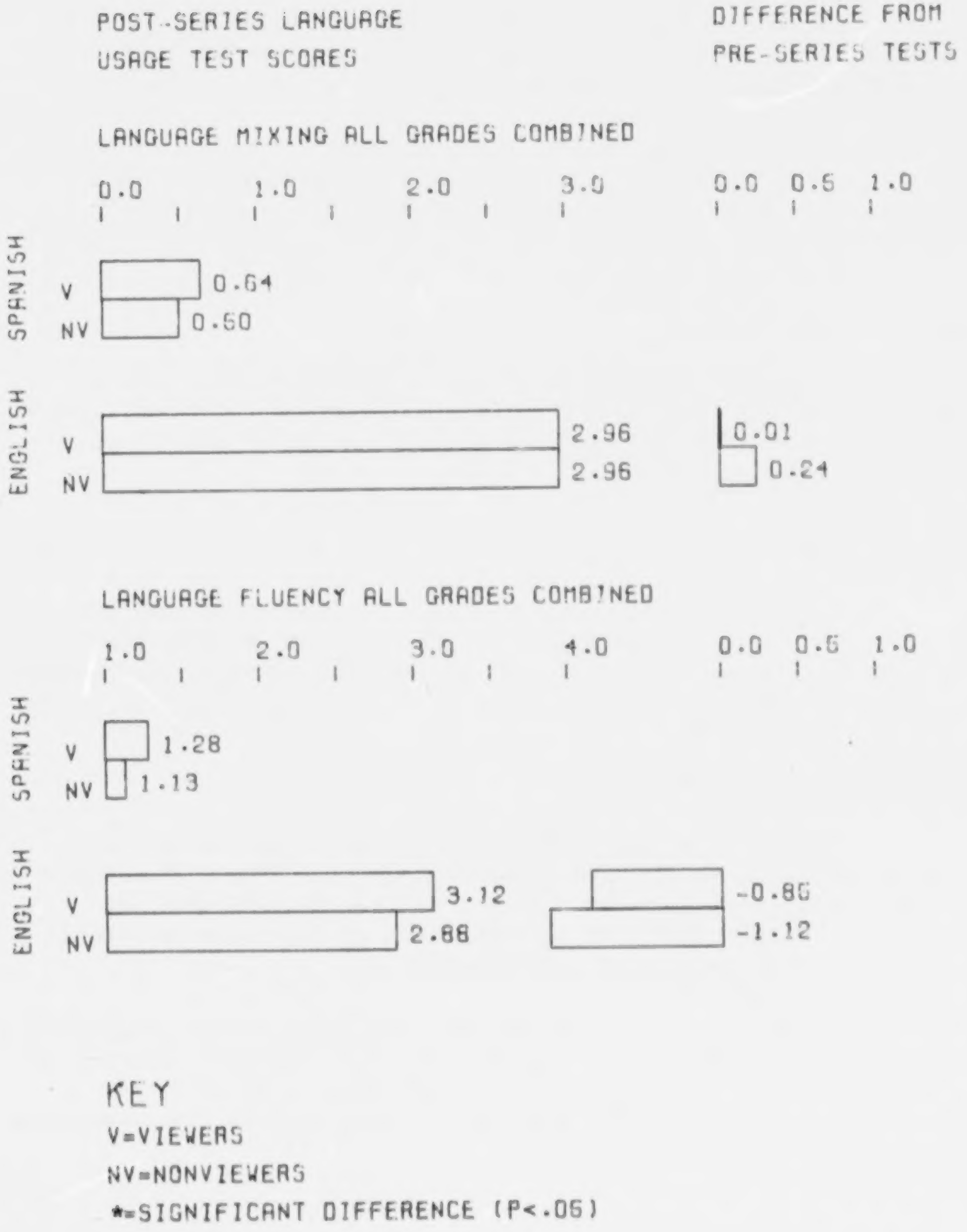
Summary

Insofar as tested, viewing CARRASCOLENDAS generally had no significant impact on the responses of Anglo subjects. Only first grade viewers achieved significant gains compared with nonviewers, and then only in English content areas.

FIGURE 38

AVERAGE SITE SCORES

PUEBLO ANGLO GROUP



Third Grade Results

Overall Content Results

Since third grade subjects were included in the Pueblo results, responses were treated separately and not included in the overall results of Section II.

However, since third grade Mexican-American and Anglo subjects were measured, post-test scores of viewers and nonviewers, as well as gain scores for overall content are presented in Figure 39.

Spanish Test Results

No significant gains were achieved by third grade Mexican-American viewer subjects in the Spanish content areas. Anglo subjects had no scores available to allow for computation of gain scores.

English Test Results

In the English content areas, Mexican-American and Anglo third grade viewers did not achieve any statistically significant gains when compared to Mexican-American and Anglo third grade nonviewers.

Language Mixing Results

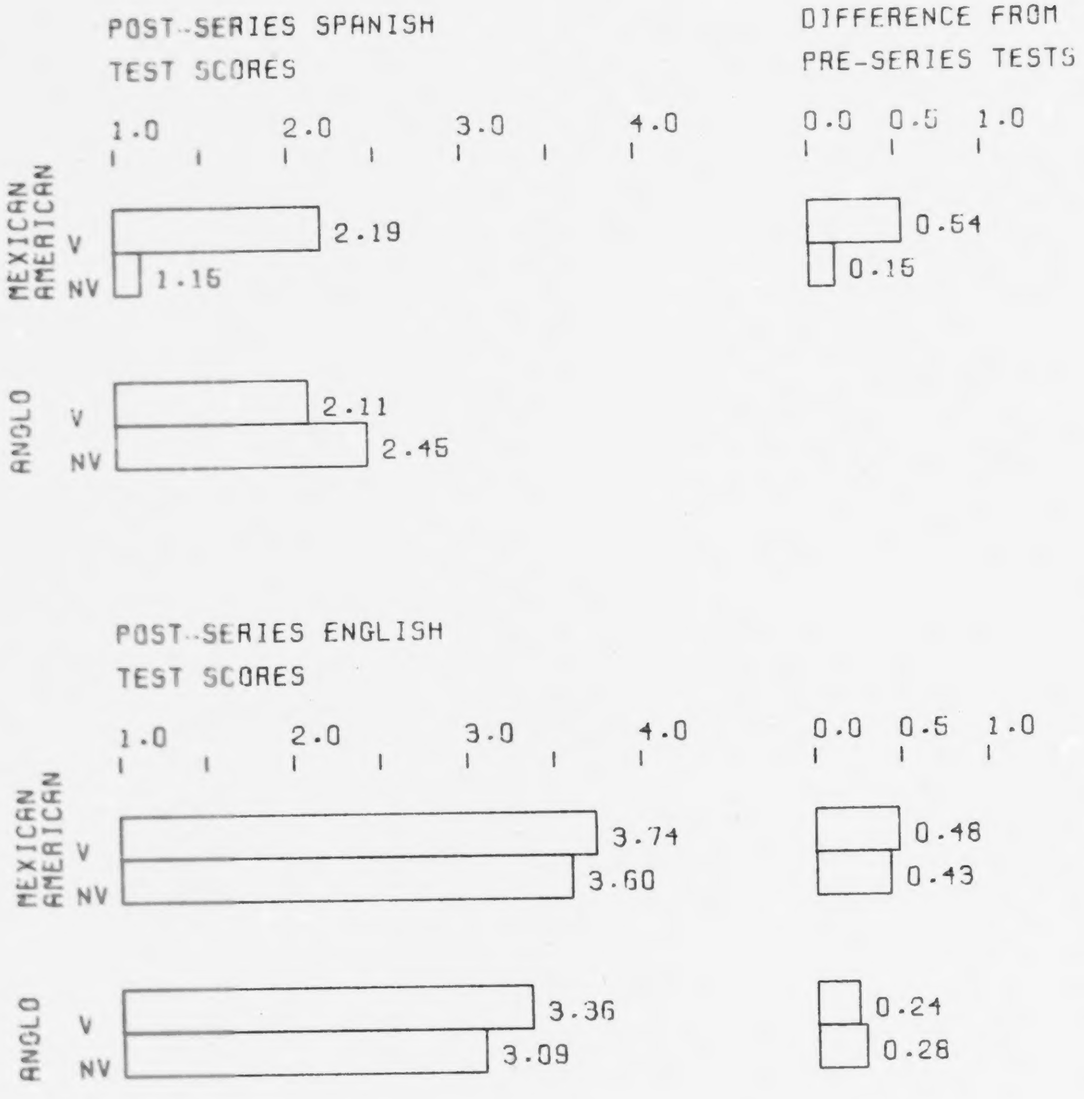
Mexican-American nonviewer subjects had no pretest scores recorded in Spanish language mixing. Therefore, gain score comparisons between viewers and nonviewers was not possible. Anglo subjects did not have gain scores available in Spanish, as mentioned previously.

Gains in English by Mexican-American viewer subjects, though not statistically significant, did approach a level of significance ($p < .08$). The same was also true of Anglo subjects ($p < .08$). Post-scores and gain scores are presented in Figure 40.

FIGURE 39

AVERAGE SITE SCORES

PUEBLO THIRD GRADE GROUP
OVERALL CONTENT



KEY

V=VIEWERS

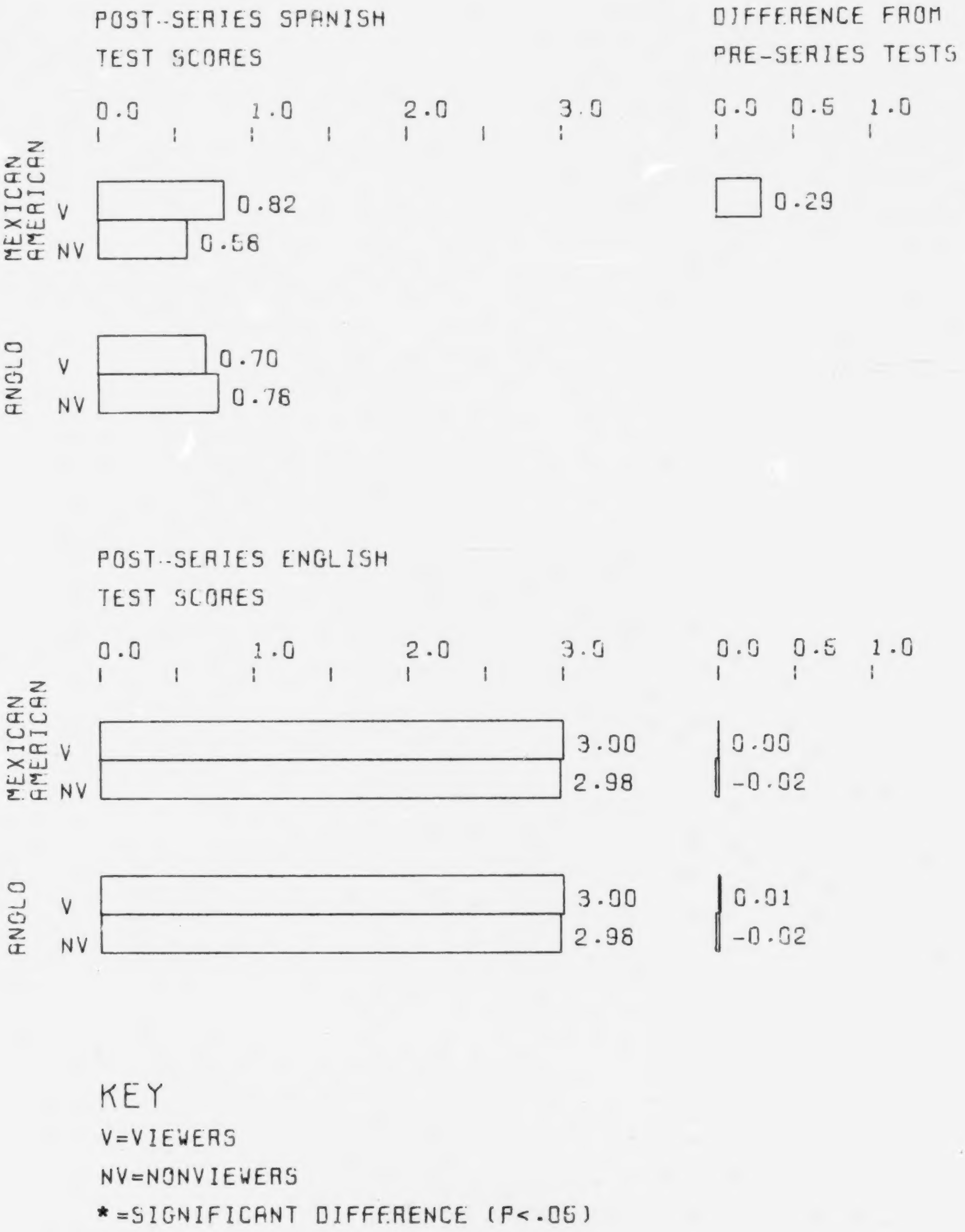
NV=NONVIEWERS

* =SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 40

AVERAGE SITE SCORES

PUEBLO THIRD GRADE GROUP
LANGUAGE MIXING



Language Fluency Results

Figure 41 presents the post-test and gain scores for Mexican-American and Anglo subjects in the third grade according to fluency in English and Spanish.

Neither group achieved statistically significant gains in either Spanish or English.

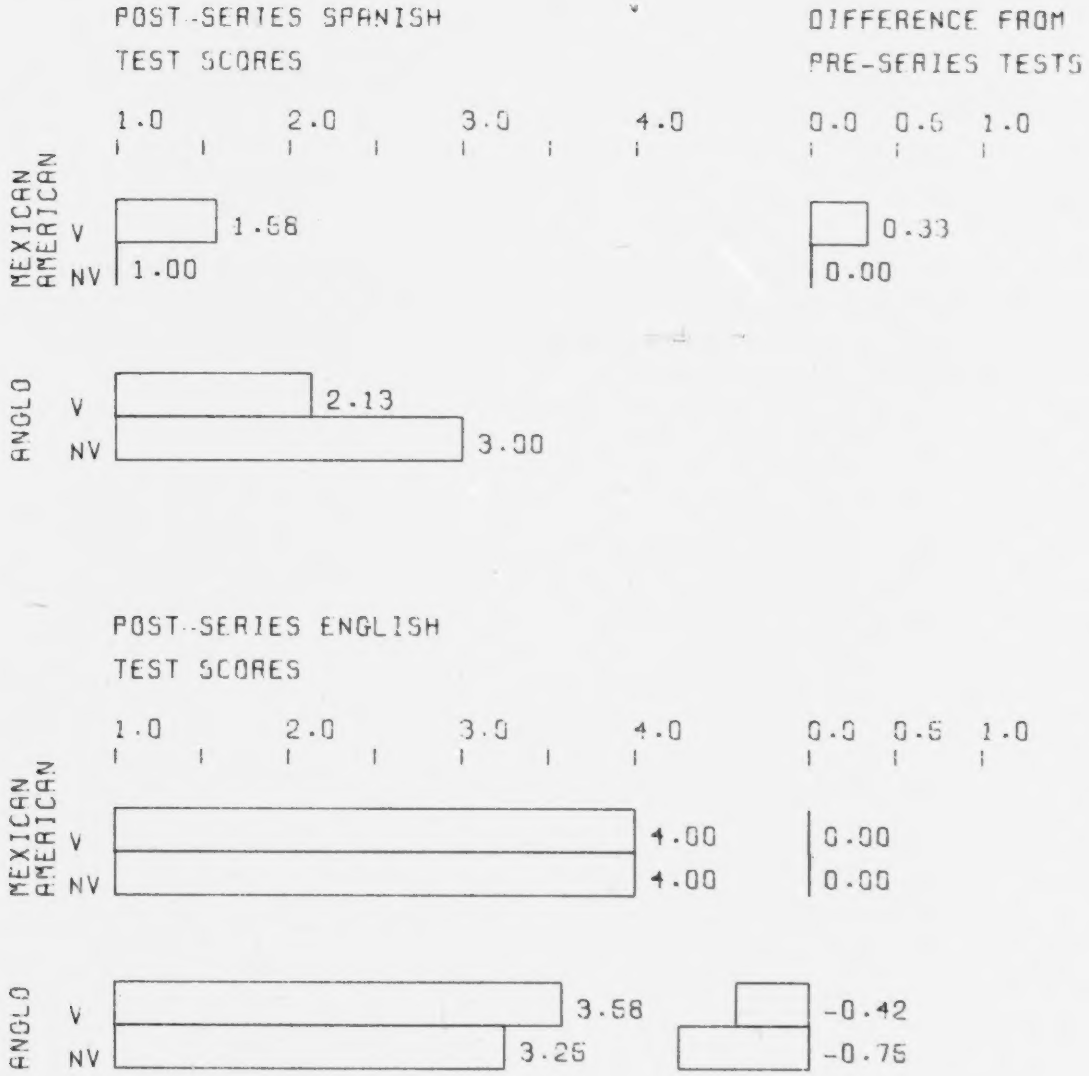
Conclusion

To summarize the results of third grade Mexican-American and Anglo subjects, it is evident that viewing of CARRASCOLENDAS did not have significant impact upon the responses of viewers when compared to nonviewers.

FIGURE 41

AVERAGE SITE SCORES

PUEBLO THIRD GRADE GROUP
LANGUAGE FLUENCY



KEY

V=VIEWERS

NV=NONVIEWERS

*=SIGNIFICANT DIFFERENCE (P<.05)

San Antonio Results[7]

Site Description

San Antonio, Texas, because of its large, urban Mexican-American population in the southwestern region of the United States, was chosen as a site for CARRASCOLENDAS testing.

The viewer groups were comprised of students from Collier Elementary, while nonviewer subjects came from Columbia Heights Elementary. Both schools participate in a Title VII bilingual program.

There were two groups of viewers and one group of nonviewers in San Antonio. One group of viewers participated in a monolingual classroom curriculum--there was no formal instruction in Spanish although occasional activities might take place in Spanish (songs, games, explanations, etc.) The other group of viewer subjects was involved in a bilingual classroom program--all daily class activities were conducted bilingually. (Note hours of bilingual instruction given for these two groups in Tables 13 and 14.) Thus, data obtained were regarded as those coming from two separate sites.

All viewer subjects saw the series through KLRN (Austin/San Antonio) at 10:00 a.m. on Mondays, Wednesdays, and Fridays. The Field Consultant in San Antonio personally provided color television sets for viewer classrooms.

Test Site Reports from the two schools indicated that CARRASCOLENDAS was publicized in San Antonio through television and/or radio and newspapers.

As mentioned earlier, the two sets of viewer subjects were all Collier Elementary School students. This urban school has an enrollment of 638. Annual income for families living in the school's area is $1,000 - 4,999.

---

[7] The Field Consultant in San Antonio was Dr. Tomás Rivera, Professor of Romance Languages and Literature at The University of Texas at San Antonio. Assisting him were field agents Ms. Gloria Rodríguez, Ms. Concepción Rivera, Ms. Bertha Martínez, and Ms. Amelia Gómez.

Few or no transfers are allowed in the school; pupils living in the surrounding area attend.

Ethnic composition of Collier is 96% Mexican-American, 3% Anglo, and 1% Black.

The monolingual site kindergarten viewers, however, also watched Sing, Children, Sing. First graders viewed this program, in addition to All About You, and Getting to Know Art. Second grade viewers watched no other television programs. San Antonio viewers from the bilingual site received no televised instruction other than CARRASCOLENDAS.

All nonviewer subjects in the CARRASCOLENDAS evaluation came from Columbia Heights. It has an enrollment of 972. Annual income for families in the school's area is $1,000 - 4,999.

Few or no transfers are allowed at Columbia Heights; students attending live in the school's area.

Ethnic composition is 99.9% Mexican-American, and .1% Anglo.

Televisions are not available at Columbia Heights, though Classroom Information sheets did indicate that when a set was obtained, The Electric Company and local programs on health and music were viewed. These reports also indicated that CARRASCOLENDAS was seen by classes in which nonviewers were enrolled, but only at very rare times when a set was available for use.

Teacher and classroom information for both schools is summarized in Tables 13 and 14.

Monolingual Group Results

Spanish Test Results

The average post-test score for viewers and nonviewers in kindergarten, first, and second grades, as well as the combined grade levels, is shown in Figure 42 for overall content

TABLE 13

TEACHER/CLASSROOM TEST SITE INFORMATION (SAN ANTONIO - MONOLINGUAL GROUP)

		(Collier School)			(Columbia Heights)		
		VIEWERS			NONVIEWERS		
Teacher Information	Grade Level	K	1	2	K	1	2
	Number of Teachers	1	1	1	2	0	2
	Highest Degree	B.A.	B.A.	B.A.	B.A. B.A.		B.A. B.A.
	Teaching Experience	0	6 yrs.	0	5 yrs. 2½ yrs.		0 15 yrs.
	Spanish Fluency	Moderate	Moderate	None	Fluent Limited		Moderately Limited
Class Information	Classroom Activities:						
	Before Viewing	Sometimes	Sometimes	Rarely			
	After Viewing	Sometimes	Sometimes	Rarely			
	Language of Activities	English	English	English			
	Bilingual Instruction						
	# days/wk.	Just songs	3	None	No response No response		5 None
	# hrs./wk.	Just songs	1½	None	No response No response		2½ None

TABLE 14

TEACHER/CLASSROOM TEST SITE INFORMATION (SAN ANTONIO - BILINGUAL GROUP)

		(Collier School)			(Columbia Heights)		
		VIEWERS			NONVIEWERS		
Teacher Information	Grade Level	K	1	2	K	1	2
	Number of Teachers	2	2	1	1	3	1
	Highest Degree	B.A. B.A.	B.A. B.A.	B.A.	B.A.	B.A. B.A. B.A.	B.A.
	Teaching Experience	6 yrs. 9 yrs.	2 yrs. 1 yr.	4½ yrs.	11 yrs.	No response 3 yrs. 2 yrs.	First year
	Spanish Fluency	Fluent Fluent	Moderate Fluent	Moderate	Limited	Fluent None Moderate	Limited

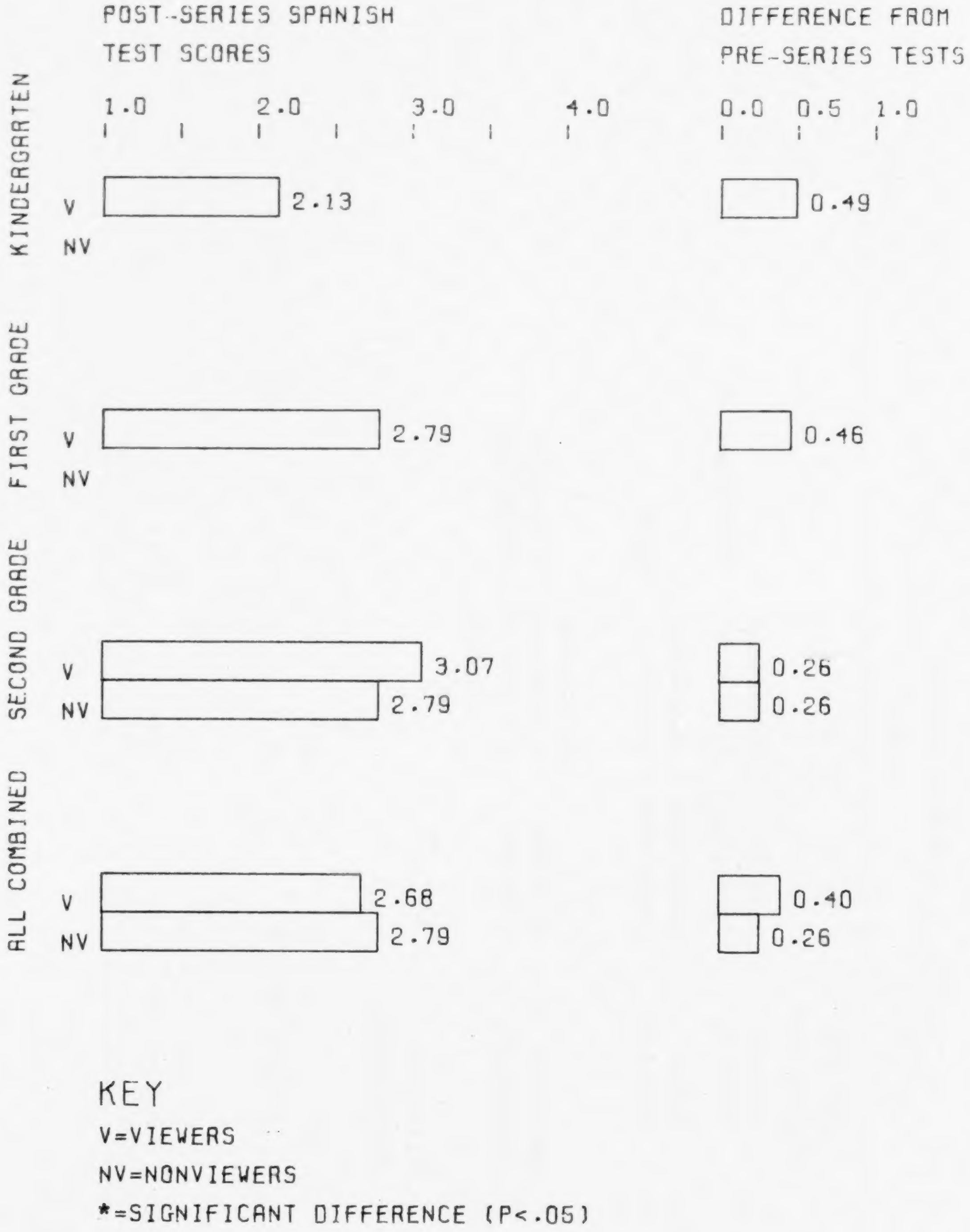
TABLE 14 (Continued)

		(Collier School)			(Columbia Heights)		
		VIEWERS			NONVIEWERS		
Class Information	**Classroom Activities:**						
	Before Viewing	Rarely Sometimes	Sometimes Sometimes	Sometimes			
	After Viewing	Sometimes Sometimes	Sometimes Always	Always			
	Language of Activities	Spanish Spanish	½ Spanish ½ English ½ Spanish ½ English	½ Spanish ½ English			
	Bilingual Instruction						
	# days/wk.	5 5	5 5	5	No response	5 None 5	5
	# hrs./wk.	30 30	25 30	5	No response	20 None 7½	No response

FIGURE 42

AVERAGE SITE SCORES

SAN ANTONIO MONOLINGUAL GROUP



testing in Spanish content areas. Post-test scores were derived by computing an average score, on a one-to-four scale, for viewers and nonviewers. Gain scores were computed by subtracting the average pretest scores from post-test scores for viewers and nonviewers. These gain scores of viewers and nonviewers were subjected to a statistical comparison.

An insufficient number of nonviewer subjects was tested to allow for statistical comparisons in kindergarten and first grades. Figure 42 indicates that there were no significant gains made in terms of Spanish content by viewers when compared to nonviewers.

Conclusion

Insofar as tested, the series had no significant impact upon viewer responses to Spanish content areas.

English Test Results

Figure 43 presents results of overall content in the English content areas. Scores were arrived at in a similar manner as those for the Spanish test results. As the figure indicates, the viewers of the combined grades achieved statistically significantly greater gains ($p < .05$) in the English content areas when compared with nonviewers.

Conclusion

CARRASCOLENDAS appeared to significantly affect the gains of viewers when considered across grade levels in response to items in the English content areas.

Language Usage Results

The average post-test and gain scores of language usage of viewers and nonviewers of the combined grade levels are presented in Figure 44.

Language mixing scores were derived in a similar manner as the content scores though computed on a zero-to-three scale.

FIGURE 43

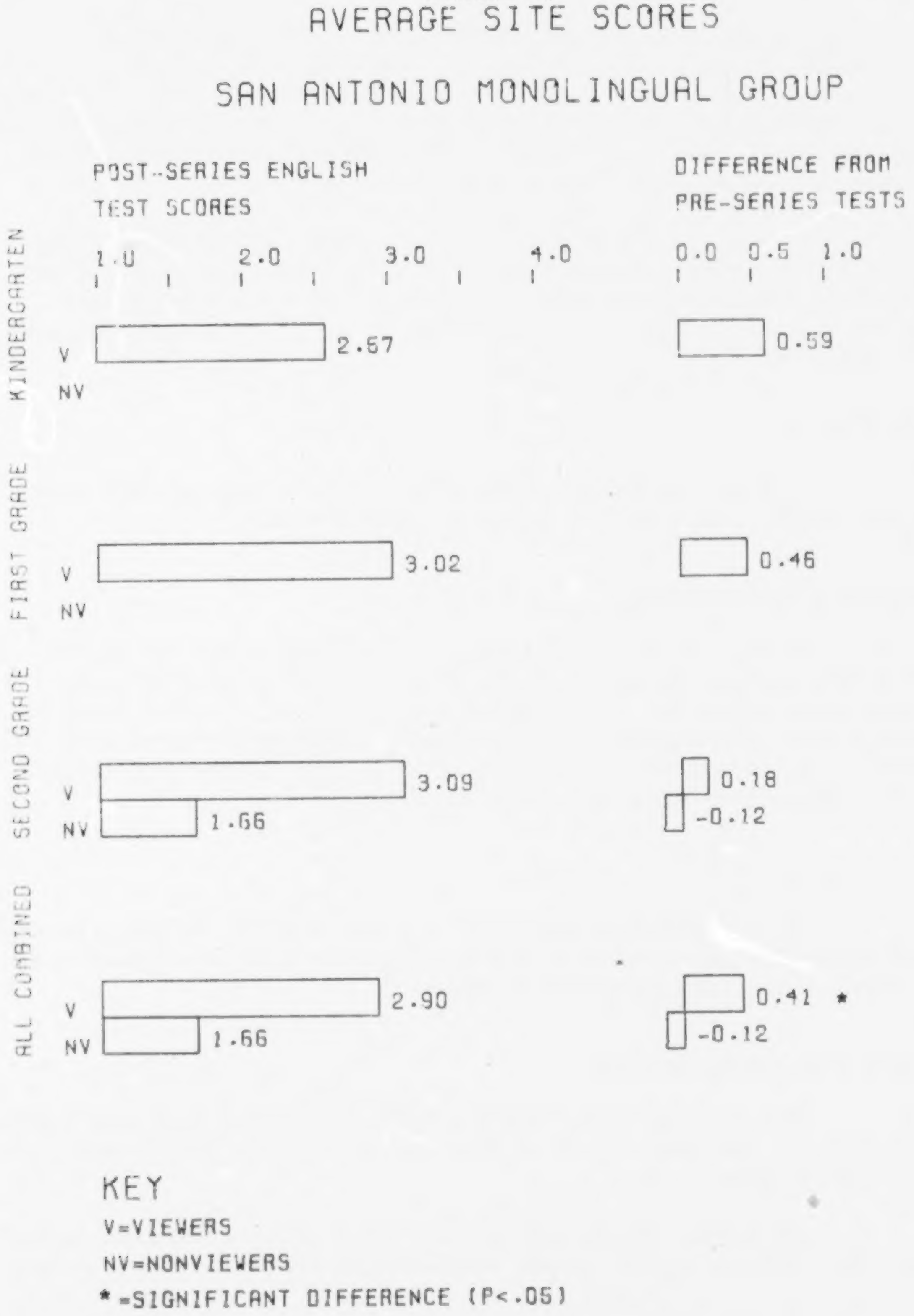
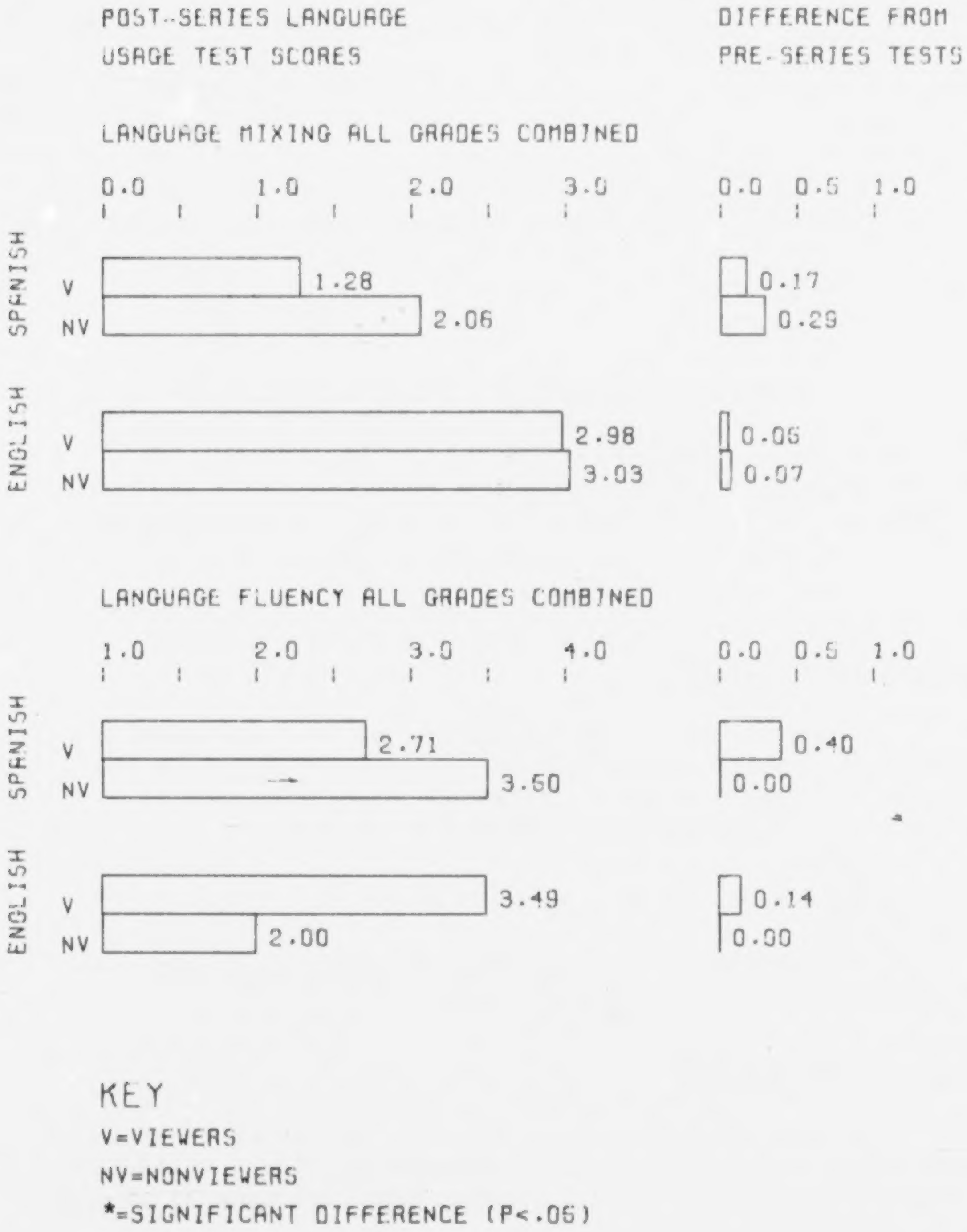

AVERAGE SITE SCORES
SAN ANTONIO MONOLINGUAL GROUP
POST-SERIES ENGLISH TEST SCORES
DIFFERENCE FROM PRE-SERIES TESTS
1.0
2.0
3.0
4.0
0.0
0.5
1.0
KINDERGARTEN
V
NV
2.57
0.59
FIRST GRADE
V
NV
3.02
0.46
SECOND GRADE
V
NV
3.09
1.66
0.18
-0.12
ALL COMBINED
V
NV
2.90
1.66
0.41 *
-0.12
KEY
V=VIEWERS
NV=NONVIEWERS
* =SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 44

AVERAGE SITE SCORES

SAN ANTONIO MONOLINGUAL GROUP



As can be seen from the figure, there were no significant differences between viewers and nonviewers in either the Spanish or the English tests in terms of language mixing.

Fluency scores were similarly computed on a one-to-four scale. No statistically significant gains were evident in Spanish or English fluency.

Conclusion

No statistically significant differences were evident at the San Antonio monolingual classroom site in language usage.

Summary

To summarize, viewing of CARRASCOLENDAS appeared to have had a significant impact upon the gains of viewers of all three grades combined in English content areas. No significant differences were noted between viewers and nonviewers in the Spanish content areas nor in language usage.

Bilingual Group Results

Spanish Test Results

Figure 45 presents the results of overall content testing in Spanish content areas. As can be seen from the figure, no statistically significant gains were made by viewers of the series when compared to nonviewers.

Conclusion

The series had no significant impact upon responses of viewers to Spanish content items.

English Test Results

Scores were derived in the same manner as the Spanish test scores. English results presented in Figure 46 indicate statistically significantly greater gains are made by viewers

FIGURE 45
AVERAGE SITE SCORES

SAN ANTONIO BILINGUAL GROUP

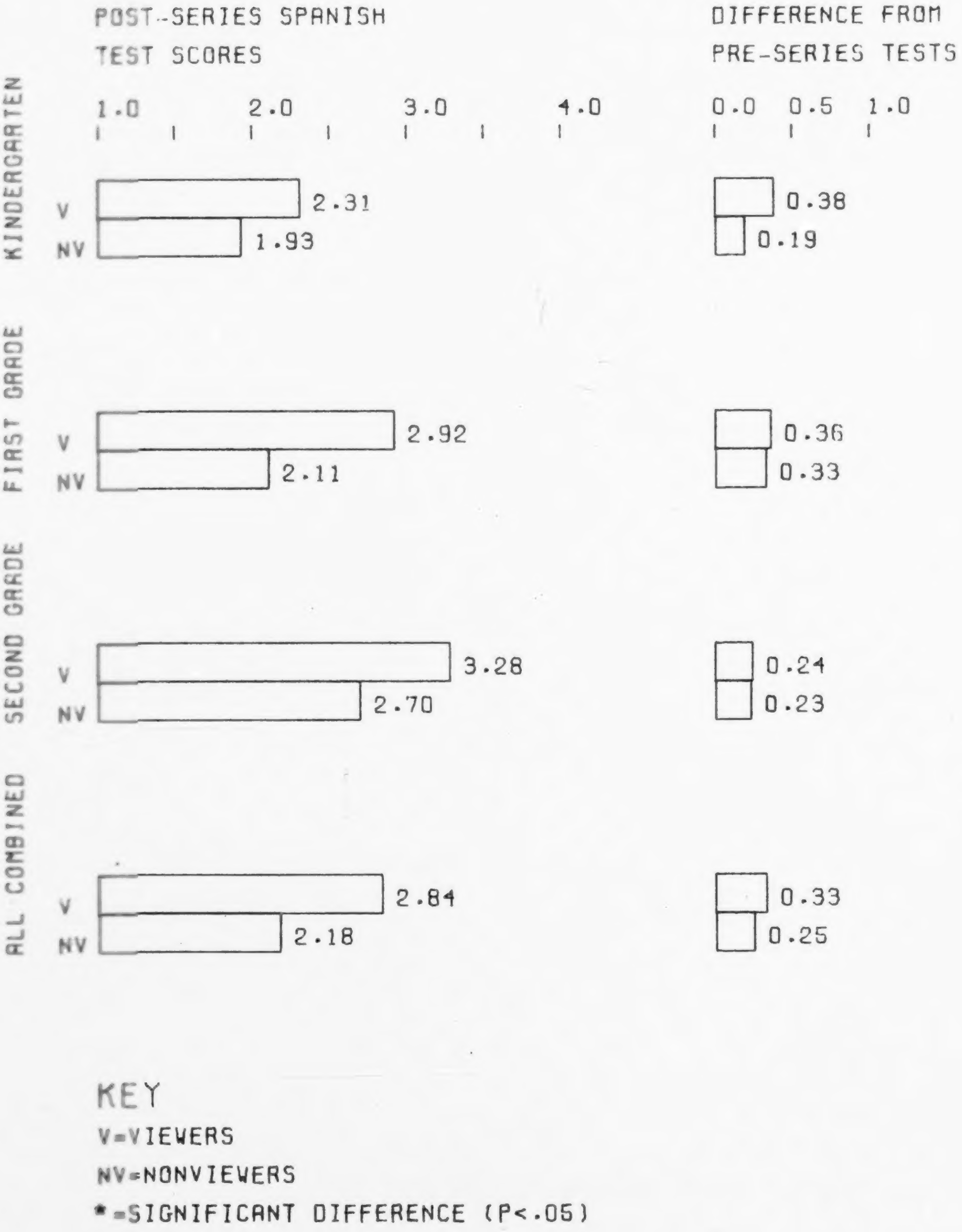
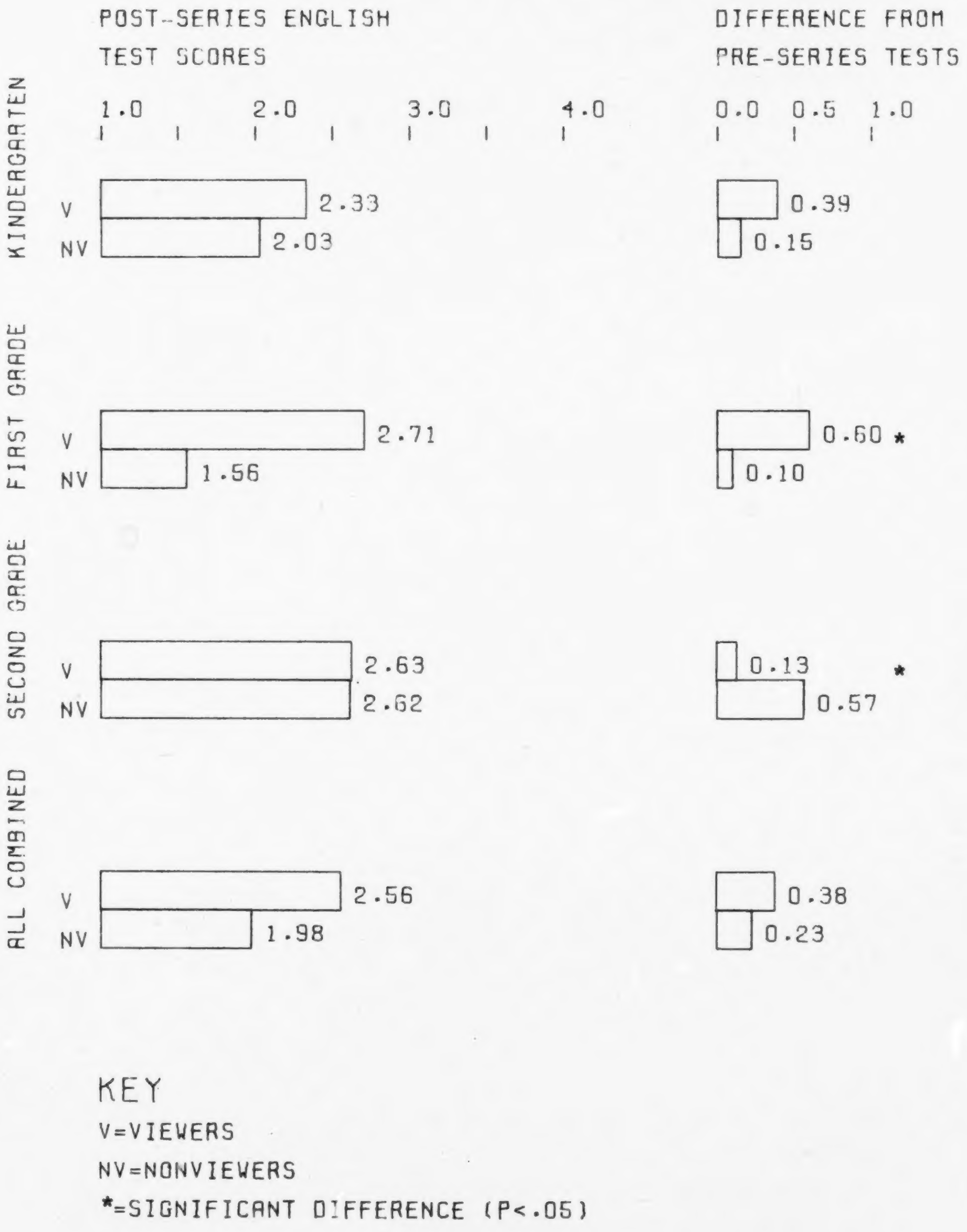


FIGURE 46

AVERAGE SITE SCORES

SAN ANTONIO BILINGUAL GROUP



in the first grade ($p < .05$) when compared to nonviewers. However, significantly greater gains ($p < .05$) were made by nonviewers compared to viewers in the second grade. No significant gains were evident in results of kindergarten and the combined grades.

Conclusion

Viewing of CARRASCOLENDAS had a significant impact upon first grade viewers in terms of overall English content effects. However, a reversal was noted among second grade children, where nonviewers made significantly greater gains than viewers.

Language Usage Results

Language usage scores on post-test items and gain scores for the combined grade levels are presented in Figure 47. Language mixing scores indicate no significant differences in English, though gains by nonviewers were statistically significantly greater in Spanish ($p < .01$).

In terms of language fluency, no significant differences among viewers and nonviewers were detected in either Spanish or English.

Conclusion

Viewers of the series do not appear to have benefited significantly from viewing the series in terms of language usage. In the only instance in which viewer/nonviewer gains were significantly different, the differences favored nonviewers.

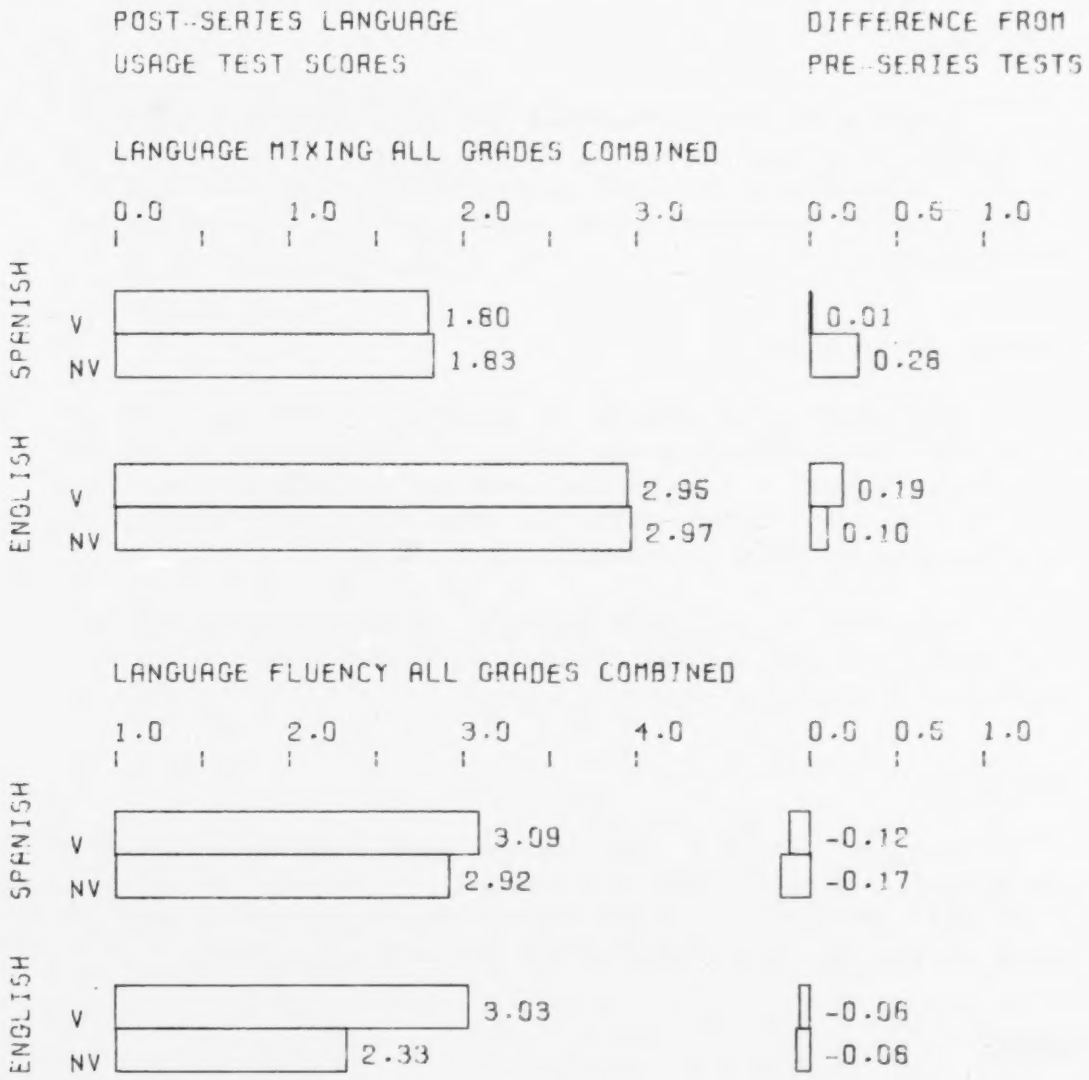
Summary

Viewing CARRASCOLENDAS does not appear to have been of significant benefit, except for first graders in English content areas. In contrast, second grade nonviewers achieved significantly greater gains than viewers. Nonviewers from all three grades combined also made significantly greater gains in Spanish language mixing scores than viewers. These

FIGURE 47

AVERAGE SITE SCORES

SAN ANTONIO BILINGUAL GROUP



KEY

V=VIEWERS

NV=NONVIEWERS

* =SIGNIFICANT DIFFERENCE (P<.05)

reversal effects are somewhat intriguing, since classroom conditions, such as amount of bilingual instruction or teacher fluency in Spanish, do not appear to favor nonviewers (see Table 14). Further investigation is required to determine precisely the cause or causes of such reversal effects.

Tracy Results[8]

Site Description

Tracy, California is in a rural area in California having a percentage of Mexican-Americans in the population. It was selected as a test site due to its rural locale.

Children chosen as the viewer group were selected from North Elementary School, while the nonviewer group was comprised of children from Central Elementary School. Neither school has a bilingual program.

Station KVIE in Sacramento broadcast the program at 12:30 p.m. on Mondays, Wednesdays, and Fridays. Two kindergarten classes, due to schedule conflicts, saw the series on Mondays, Tuesdays, and Thursdays. One kindergarten class viewed the programs at 9:00 a.m. on those days, and one viewed them at 10:00 a.m.

CARRASCOLENDAS was publicized through the newspaper in Tracy, the Tracy Press.

As previously mentioned, North School provided the viewer group for the CARRASCOLENDAS evaluation. It is a rural school with an enrollment of 508. The annual income for families in the school's area is $5,000 - 9,999.

Pupils living in the school's locale attend, yet transfers are frequently allowed.

Ethnic composition of the school is 26% Mexican-American, 67.7% Anglo, 3.1% Black, .1% American Indian, .3% Oriental, and 2.8% classified as Other.

---

[8] The Field Consultant in Tracy was Dr. Louis A. Bohn, Assistant Superintendent for Instruction in the Tracy Public Schools. Field agents were Ms. Isabel Campos, and Ms. Joene L. Cover.

In addition to CARRASCOLENDAS, first grade viewers watched a language arts program, Listen and Say. Second grade viewers watched The Electric Company, and a program entitled, Sing, Children, Sing. Kindergarten viewers participated in no televised instruction other than CARRASCOLENDAS.

Nonviewers in the CARRASCOLENDAS evaluation came from Central Elementary. It is a rural school with an enrollment of 542 children. The annual income for a family in the school's area is approximately $5,000 - 9,999. Pupils in the school's locale generally attend and transfers are frequently allowed.

Ethnic composition of the school is 21.3% Mexican-American, 75.6% Anglo, 2.2% Black, .8% Oriental, and .2% American Indian.

None of the kindergarten children participated in any televised instruction. First graders did watch Listen and Say and one second grade teacher responded that CARRASCOLENDAS nonviewers in her class watched Listen and Say and a program entitled Science Is Everywhere.

Teacher and classroom information for both schools is summarized in Table 15.

Results

Spanish Test Results

Overall content testing in Spanish is presented in Figure 48. Average post-test scores for viewers and nonviewers are shown for each grade level, as well as for the combined grades. Scores were computed by averaging children's responses on a one-to-four scale for viewers and nonviewers. Gain scores were computed by subtracting pretest scores from post-test scores for viewers and nonviewers and averaged. These averages were subjected to a statistical comparison between viewers and nonviewers.

As can be seen from the figure, there were no significant differences in gain scores of viewers and nonviewers.

TABLE 15

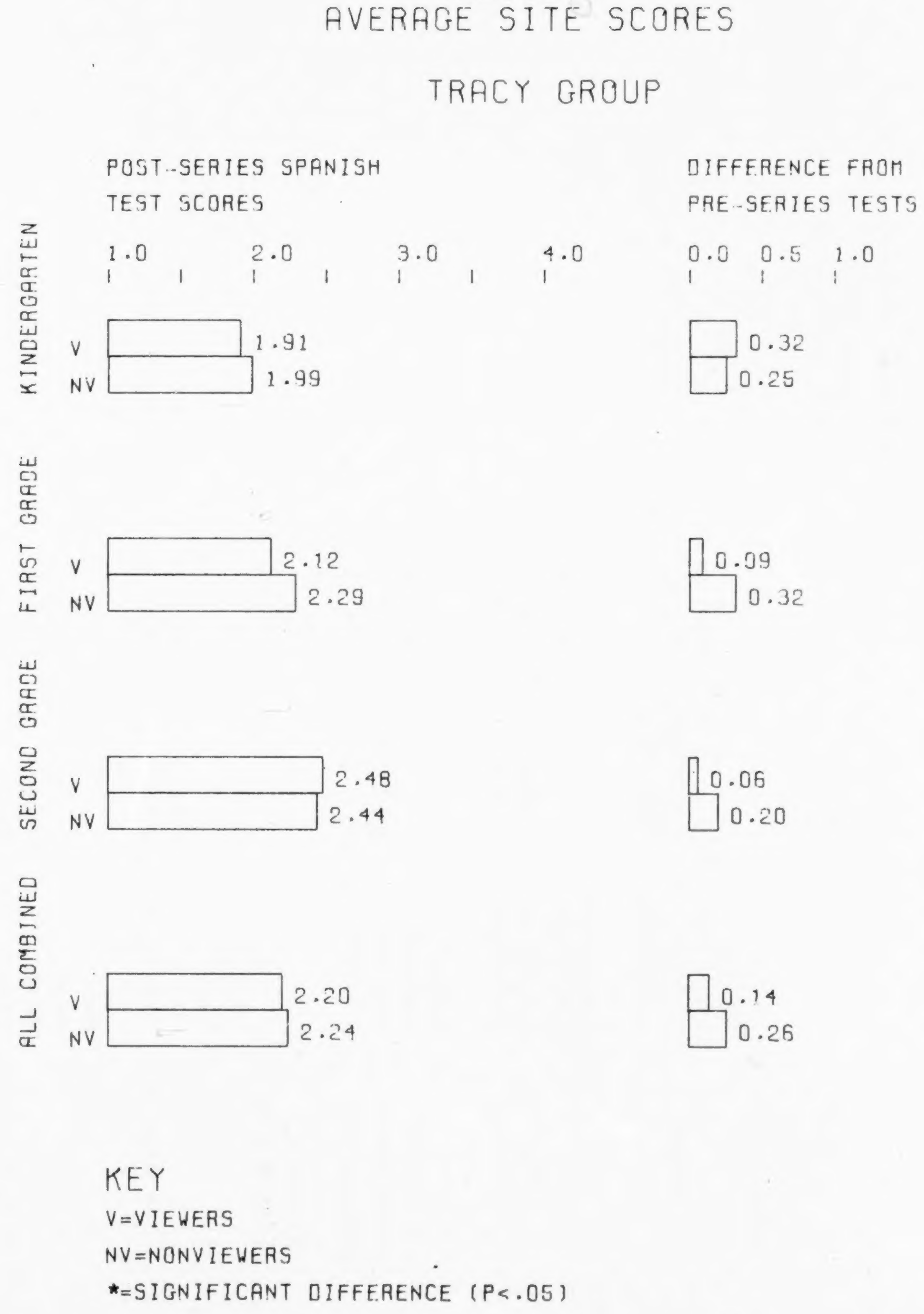
TEACHER/CLASSROOM TEST SITE INFORMATION (TRACY)

		(North School)			(Central School)		
		VIEWERS			NONVIEWERS		
	Grade Level	K	1	2	K	1	2
Teacher Information	Number of Teachers	4	2	3	2	1	2
	Highest Degree	B.A. B.A. B.A. B.A.	M.A. B.A.	B.A. B.A. B.A.	B.A. B.A.	B.A.	B.A. B.A.
	Teaching Experience	6 yrs. 19 yrs. 3 yrs. 0	19 yrs. 4 yrs.	4 yrs. 6 yrs. 5 yrs.	9 yrs. 20 yrs.	6 yrs.	12 yrs. 34 yrs.
	Spanish Fluency	Limited None Limited None	None None	None Limited None	Limited	None	None

TABLE 15 (Continued)

		(North School)			(Central School)		
		VIEWERS			NONVIEWERS		
Class Information	Classroom Activities:						
	Before Viewing	Rarely Sometimes Rarely Sometimes	Sometimes Sometimes	Sometimes Never Rarely			
	After Viewing	Sometimes Sometimes Sometimes Sometimes	Always Always	Sometimes Always Always			
	Language of Activities	English English English English	English English	English English English			
	Bilingual Instruction						
	# days/wk.	None None None None	None None	None None None	None None	None	None None
	# hrs./wk.	None None None None	None None	None None None	None None	None	None None

FIGURE 48


AVERAGE SITE SCORES
TRACY GROUP
POST-SERIES SPANISH TEST SCORES
DIFFERENCE FROM PRE-SERIES TESTS
1.0
2.0
3.0
4.0
0.0
0.5
1.0
KINDERGARTEN
V
1.91
0.32
NV
1.99
0.25
FIRST GRADE
V
2.12
0.09
NV
2.29
0.32
SECOND GRADE
V
2.48
0.06
NV
2.44
0.20
ALL COMBINED
V
2.20
0.14
NV
2.24
0.26
KEY
V=VIEWERS
NV=NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

Conclusion

No significant effects in Spanish content testing were noted as results of viewing the series.

English Test Results

Average scores presented in Figure 49 were derived in the same manner for responses to English content areas as for Spanish content areas.

Statistically significantly greater gains were achieved by kindergarten viewers ($p < .01$), by second grade viewers ($p < .05$), and by the three combined grade levels ($p < .05$). No significant gains were noted for first grade viewers.

Conclusion

Viewing of CARRASCOLENDAS had a significant impact on responses of viewers in kindergarten, second grade, and the combined grades when compared to nonviewers.

Language Usage Results

Post-test scores and gain scores for the combined grade levels in terms of language usage are presented in Figure 50.

Language mixing scores were computed on a zero-to-three scale. As can be seen from the figure, viewers achieved statistically significant gains in Spanish for language mixing ($p < .04$) when their responses were compared with those of nonviewers. A similar gain is not evident in English.

Language fluency, computed on a one-to-four scale, was measured for viewers and nonviewers. Comparison of gain scores indicates that there were no statistically significant gains achieved in either English or Spanish.

FIGURE 49
AVERAGE SITE SCORES

TRACY GROUP

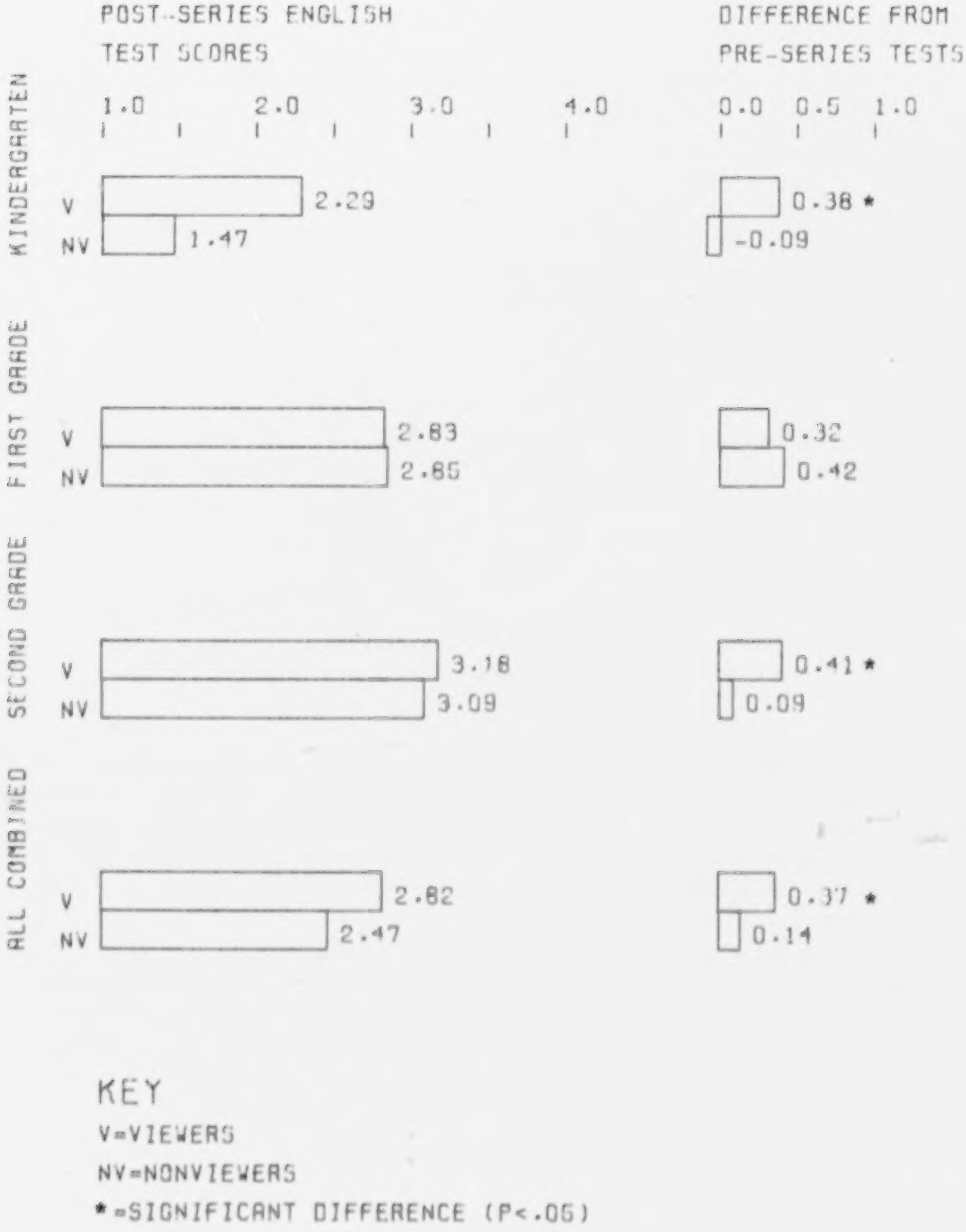
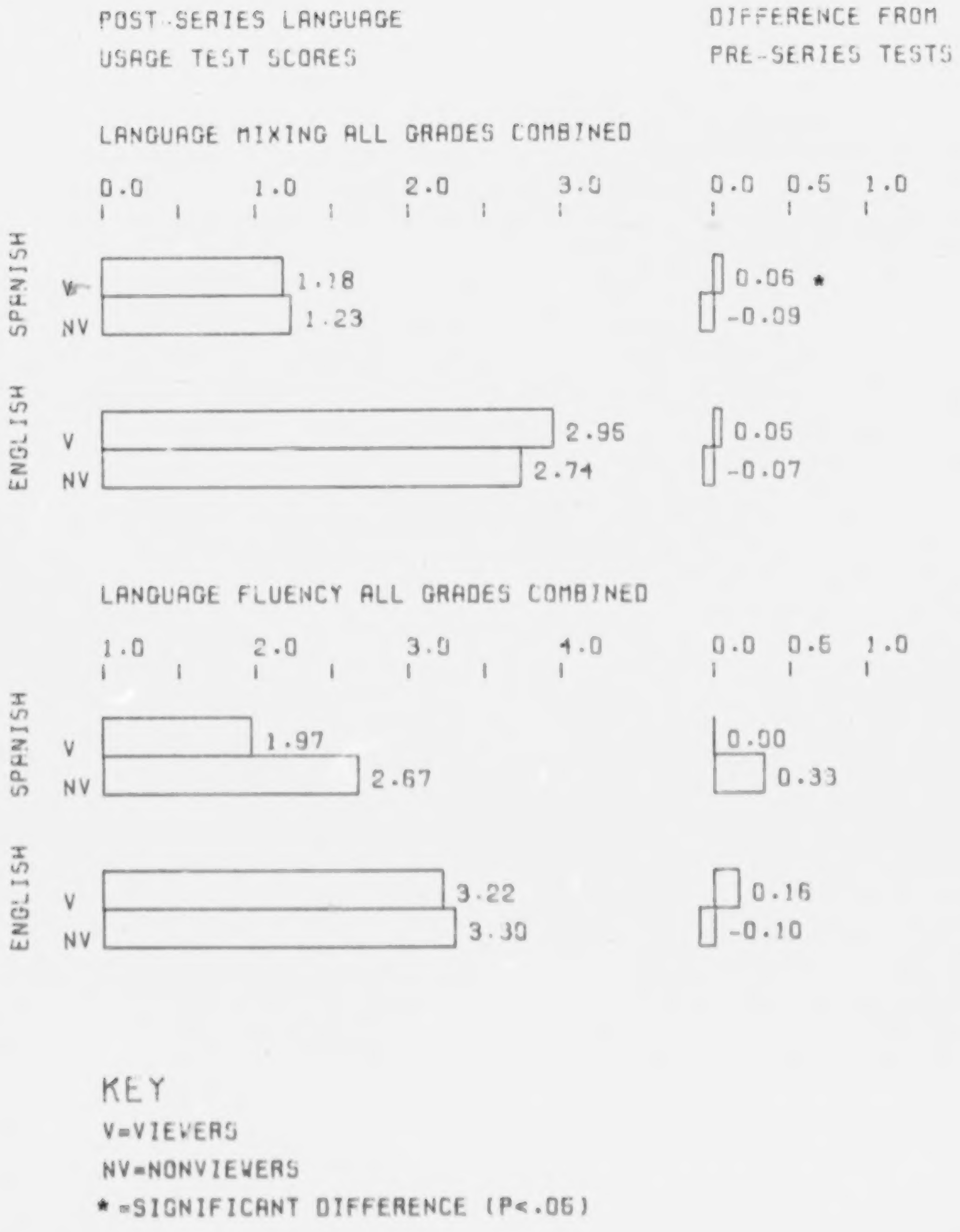


FIGURE 50
AVERAGE SITE SCORES

TRACY GROUP



Conclusion

The series affected viewer gains in Spanish in language mixing. No other statistically significant effects were noted in English language mixing, or in fluency in either language.

Summary

In summary, CARRASCOLENDAS viewing appeared to have had significant impact upon gain scores in English content areas for viewers in kindergarten, second grade, and the combined three grade levels. Significant gains were also evident in language mixing for Spanish.

Tucson Results[9]

Site Description

Tucson, Arizona, like Albuquerque, was chosen as a CARRASCOLENDAS test site because of its large Mexican-American population and its location in the southwestern region of the United States.

Mission View Elementary, the test school chosen, has a Title VII bilingual program.

Station KUAT, Channel 6, broadcast the program at 12:00 noon, on Tuesdays, Wednesdays, and Thursdays. Color television sets were provided by the Tucson School District for viewer classrooms. Site Report indicated that there was no publicity regarding CARRASCOLENDAS in this area.

Both viewer and nonviewer groups were selected from Mission View.

Mission View is an urban school in Tucson with a total enrollment of 544 children. The approximate annual income for families living in the area is $1,000 - 4,999. Pupils living within the school's area generally attend, however, transfers are frequently allowed.

The ethnic composition of the school is 77% Mexican-American, 12% American Indian, 8% Anglo, and 2% Black.

No other televised instruction was available to either the viewer or nonviewer groups.

Teacher and classroom information is summarized in Table 16.

---

[9] Dr. Macario Saldate, a professor at the University of Arizona, headed the evaluation in Tucson. Assisting him were field agents Ms. Lupe Anderson and Ms. Jessie P. Leon.

TABLE 16

TEACHER/CLASSROOM TEST SITE INFORMATION (TUCSON)

(Mission View Elementar[illegible])

		VIEWERS			NONVIEWERS		
Teacher Information	Grade Level	K	1	2	K	1	2
	Number of Teachers	1	1	1	1	2	2
	Highest Degree	B.A.	M.A.	B.A.	B.A.	B.A. B.A.	B.A. B.A.
	Teaching Experience	7 yrs.	22 yrs.	2 yrs.	7 yrs.	2 yrs. 3 yrs.	2 yrs. 1 yr.
	Spanish Fluency	Fluent	Fluent	Moderate	Fluent	Fluent Fluent	Moderate Fluent
Class Information	Classroom Activities:						
	Before Viewing	Sometimes	Sometimes	Always			
	After Viewing	Sometimes	Sometimes	Sometimes			
	Language of Activities	½ Spanish ½ English	½ Spanish ½ English	½ Spanish ½ English			
	Bilingual Instruction # days/wk.	5	5	5	5	5 5	5 5
	# hrs./wk.	12½	all day	10	12½	all day all day	all day all day

Results

Spanish Test Results

The average post-test score for viewers and nonviewers in kindergarten, first, and second grades, as well as the combined grade levels, is shown in Figure 51 for all content testing in Spanish content areas. Post-test scores were derived by computing an average score, on a one-to-four scale, for viewers and nonviewers. Gain scores were computed by subtracting the average pretest scores from post-test scores. These gain scores for viewers and nonviewers were subjected to a statistical comparison.

Figure 51 indicates that there were no statistically significant gains achieved by viewers.

Conclusion

The series had no impact upon gains achieved in the Spanish content areas.

English Test Results

Figure 52 presents the results of overall content in the English content areas. Scores were derived in a similar manner as those for the Spanish test results. As the figure indicates, there were no statistically significant gains in the English content areas.

Conclusion

No statistically significant gains were noted as effects of the series in either Spanish or English content areas.

Language Usage Results

The average post-test and gain scores of language usage for viewers and nonviewers of the combined grade levels are presented in Figure 53.

FIGURE 51

AVERAGE SITE SCORES

TUCSON GROUP

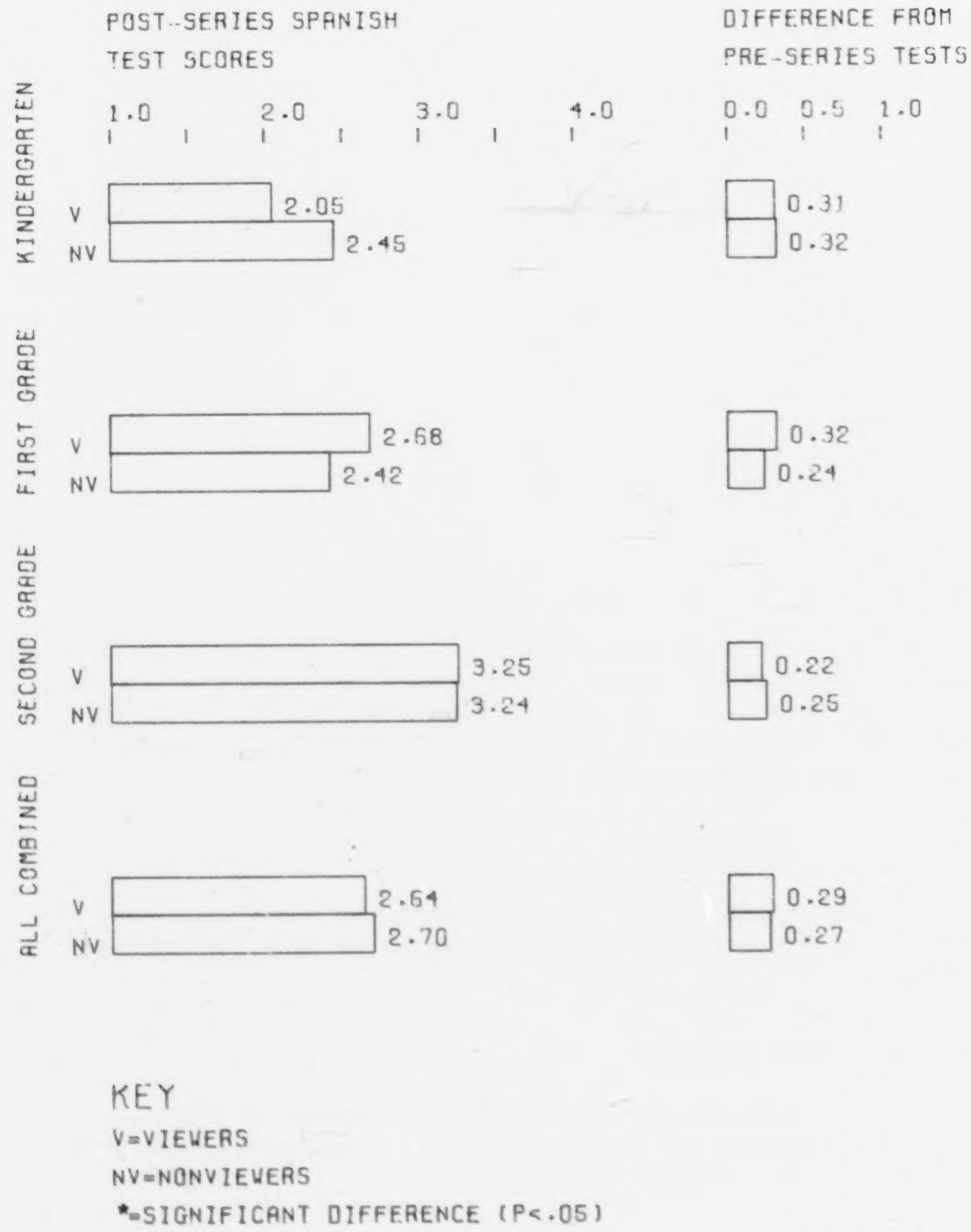


FIGURE 52

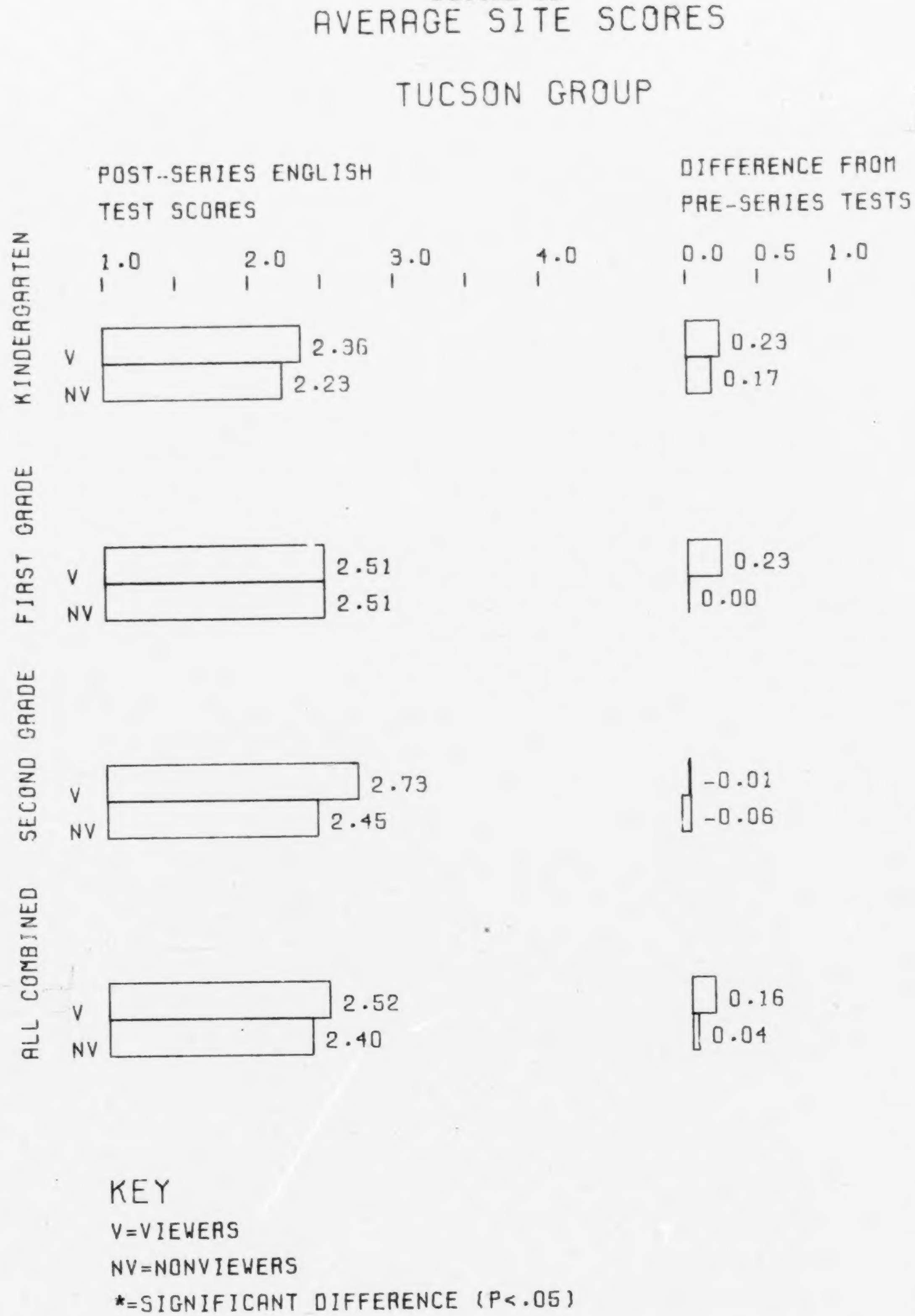
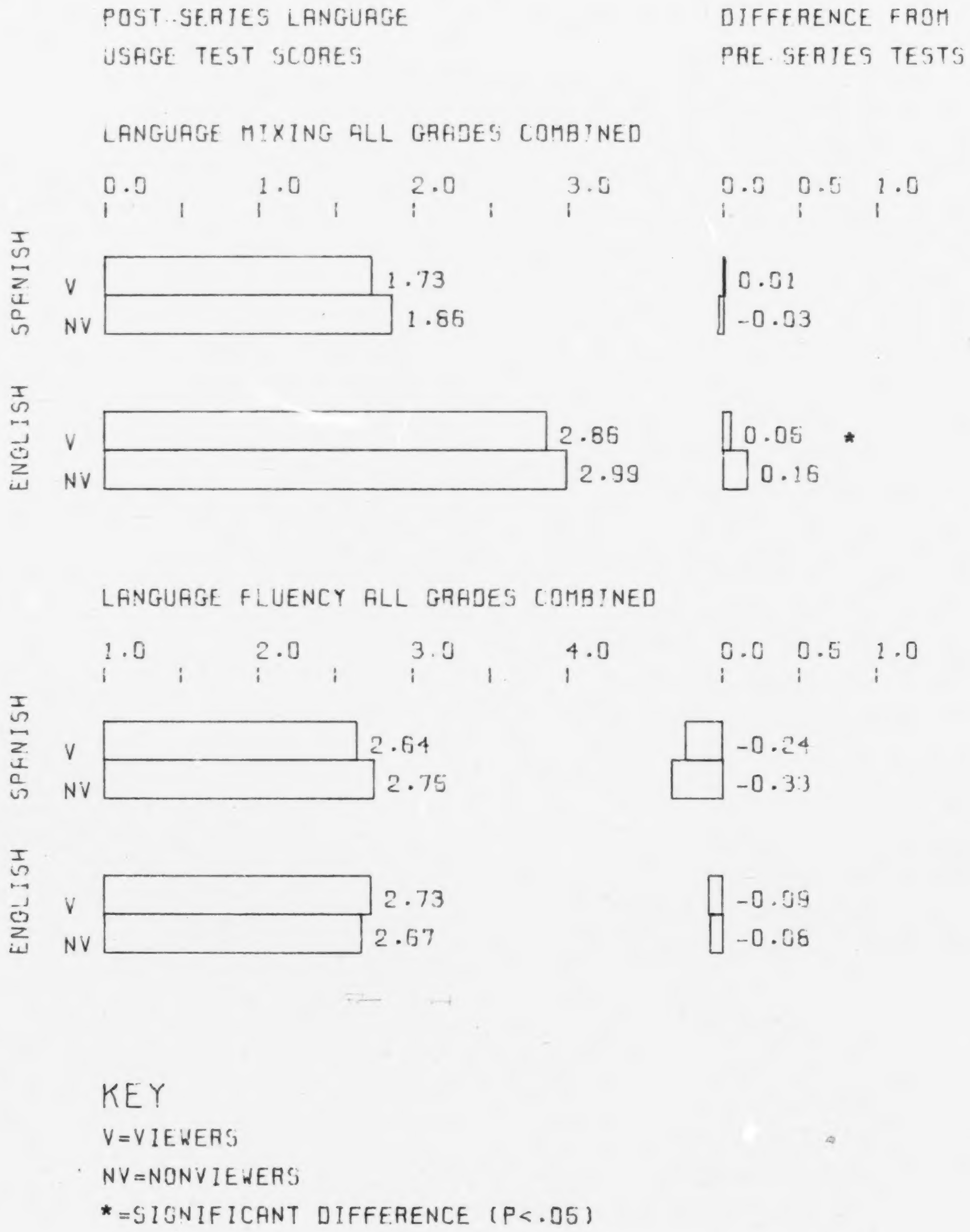

AVERAGE SITE SCORES
TUCSON GROUP
POST-SERIES ENGLISH TEST SCORES
DIFFERENCE FROM PRE-SERIES TESTS
1.0
2.0
3.0
4.0
0.0
0.5
1.0
KINDERGARTEN
V
2.36
0.23
NV
2.23
0.17
FIRST GRADE
V
2.51
0.23
NV
2.51
0.00
SECOND GRADE
V
2.73
-0.01
NV
2.45
-0.06
ALL COMBINED
V
2.52
0.16
NV
2.40
0.04
KEY
V=VIEWERS
NV=NONVIEWERS
*=SIGNIFICANT DIFFERENCE (P<.05)

FIGURE 53

AVERAGE SITE SCORES

TUCSON GROUP



Language mixing scores were derived in a similar manner as the content scores, though computed on a zero-to-three scale. As can be seen from the figure, there were no statistically significant gains in Spanish, but nonviewers did achieve significantly greater gains in English ($p < .05$) when compared to viewers.

Fluency scores were similarly computed on a one-to-four scale. No statistically significant gains were evident in either Spanish or English.

Conclusion

The series had no significant impact upon language usage for viewers. A reversal effect was noted in English language mixing gains where nonviewers did significantly better than viewers. This effect may have been due to differences in amount and quality of bilingual instruction other than CARRASCOLENDAS in nonviewer classrooms (see, for example, Table 16.

Summary

To conclude, viewing of CARRASCOLENDAS did not appear to have had significant effect upon gain scores of viewers when compared to nonviewers in responses to content areas in English and Spanish. A significant gain was noted on language mixing of nonviewers in English, although no other significant gains were evident in language mixing in Spanish or in language fluency.

SECTION IV

TEACHERS' ATTITUDES

Teachers have consistently provided valuable information for CARRASCOLENDAS curriculum and production staffs. In past evaluations of this series, their attitudes toward the program's content and its technical aspects, and their subsequent comments, have been instrumental in script and production development.

Since the third year evaluation was national in scope, attitudinal data were obtained from a large number of teachers in various locales throughout the United States.

Teacher attitudes toward CARRASCOLENDAS were gauged by means of a questionnaire (Appendix E) which was designed to elicit comments describing use of the series in their schools.

Procedures

As a result of the information provided by the Utilization Survey (Section X), names and addresses of schools viewing the series were available, as well as the number of classes at each school. Survey instruments were mailed in care of the principal to all teachers (1,805) whose classes viewed the series. Envelopes were attached to every survey, providing for individual returns. Three weeks later, a follow-up mailing requested that principals urge teachers to complete and return the questionnaires. All responses received through January 31, 1973 were coded and included in the results.

The questionnaire consisted of 33 questions eliciting information in the following areas:

(1) descriptions of pupils, television viewing, and teachers;

(2) use of the Teacher Guide;

(3) teacher evaluations of CARRASCOLENDAS and of pupil responses and attitudes; and,

(4) effects of CARRASCOLENDAS (an open-ended question).

Results

The responses received to the Teacher Attitude Questionnaire are presented with summary tables and textual descriptions. Of the 1,805 questionnaires mailed, 21% of the teachers responded. A total of 376 questionnaires was received from the following states:

State	Number of Responses
Arizona	1
California	34
Colorado	14
Florida	1
Idaho	2
Michigan	6
Nevada	1
New Jersey	1
New Mexico	24
Oregon	2
Texas	290

Texas accounted for 77% of the national response (290). Of the nineteen states planning to have classes viewing CARRASCOLENDAS, (see Utilization Survey, Section X) responses were received from 11 of these states. (Connecticut, District of Columbia, Illinois, Iowa, Kansas, Pennsylvania, Utah, and Wisconsin did not respond.)

Pupil Description

Information was requested from each teacher to describe the pupils in her class as to grade level, number of pupils, ethnic representation, and percentage of Spanish speakers in the class. Tables summarizing responses are presented below and subsequently discussed.

Grade Level or Position of Respondent

Grade	Percentage of Responses N=376
Kindergarten	29%
First	31
Second	24
Third	8
Fourth	3
Fifth	3
Sixth	< 1
Bilingual Superintendent	< 1
Other	1
No Response	< 1

Number of Children in Class

Number of Children	Percentage of Responses N=376
< 10	1%
11 - 20	10
21 - 30	73
31 - 40	12
41 - 50	< 1
51 - 60	2
61 - 70	< 1
71 - 80	< 1
81 -100	< 1
No Response	< 1

What is the approximate percentage of the ethnic groups represented in your class? (Question 1)

		Percentage of Responses		
Percentage in Class	Mexican-American N=376	Black N=376	Anglo N=376	Other N=376
1 - 25%	6%	38%	37%	18%
26 - 50	17	2	13	< 1
51 - 75	14	1	8	< 1
76 -100	62	0	2	1
No Response	1	59	40	80

What percentage of the children in your class speak Spanish? (Question 2)

Percentage in Class	Percentage of Responses N=376
1 - 25%	15%
26 - 50	16
51 - 75	11
76 -100	50
No Response	8

The largest number of responses (84%) indicate that viewers of CARRASCOLENDAS were in kindergarten, first, and second grades, the grade levels for which CARRASCOLENDAS is geared. Of these, first grade teachers responded most often, followed by kindergarten and second grade teachers respectively.

Classes generally ranged from 21 - 30 pupils per class with 73% of the responses appearing in that category.

The majority of the classes (62%) consisted of 76 - 100% Mexican-American pupils. The remaining ethnic groups were generally represented in the 1 - 25% range.

Half of the responses reflected classes where 76 - 100% of the pupils speak Spanish.

Television Viewing

This portion describes existing class conditions of television viewing, as well as the teachers' knowledge of CARRASCOLENDAS or other similar programs. Tabulated responses are again presented first and then discussed.

How often does your class watch CARRASCOLENDAS? (Question 3)

Response Categories	Percentage of Responses N=376
Every program	61%
Twice a week	12
Once a week	21
Less than once a week	4
Never	1
No Response	< 1

Do you watch the program in color? (Question 4)

Response Categories	Percentage of Responses N=376
Yes	15%
No, black and white	83
Don't watch program	1
No Response	1

Is your television reception satisfactory? (Question 5)

Response Categories	Percentage of Responses N=376
Always	41%
Often	43
Rarely	12
Never	2
No Response	2

Approximately how many students watch the same television set? (Question 6)

Number of Children	Percentage of Responses N=376
< 10	1%
11 - 20	5
21 - 30	34
31 - 40	10
41 - 50	13
51 - 60	9
61 - 70	6
71 - 80	3
81 - 90	3
91 or more	10
No Response	6

Have you heard of any other bilingual children's television programs? (Question 7)

Response Categories		Percentage of Responses N=376
No		83%
Yes		15
Sesame Street	5%	
Other local programs)	10	
No Response		2

Has there been any publicity regarding CARRASCOLENDAS in your area? (Question 8)

Response Categories	Percentage of Responses N=376
Newspaper	31%
Television-Radio	11
National publication	1
Local publication	17
None	34
No Response	6

Almost two-thirds of the respondents stated that their class watched every program. Few of the classes (15%) watched the series in color; the majority (83%) watched the series in black and white, and 85% said that television reception was always or often satisfactory.

The largest percentage of responses (40%) indicate that 30 students or less view one television set. However, 10% of the respondents have over 91 students viewing one set. For the most part (83%), teachers had heard of no other bilingual television programs. Of the 15% who knew of other bilingual television programs, 10% were local productions, and 5% mentioned Sesame Street.

Although most respondents (34%) indicated that there had been no local publicity regarding CARRASCOLENDAS, the publicity which was available generally was found in local newspapers (31%).

Teacher Description

Information regarding teachers' knowledge of Spanish and class activities conducted in connection with CARRASCOLENDAS was requested. Responses are shown below and discussed in summary.

How well do you speak Spanish? (Question 9)

Response Categories	Percentage of Responses N=376
Fluently	33%
Moderately	16
Limitedly	29
English only	22

Are class activities conducted in Spanish or English? (Question 10)

Response Categories	Percentage of Responses N=376
Mostly in Spanish	5%
Mostly in English	64
About half and half	26
No activities	4
No Response	< 1

Do you conduct any class activities about CARRASCOLENDAS before or after viewing the program? (Question 11)

Response Categories	Percentage of Responses N=376
Frequency of activities	
Always	7%
Often	38
Rarely	37
Never	12
No Response	6
When conducted	
Before only	2
After only	36
Some of both	36
Neither	9
No Response	17

Usually, how do you explain the Spanish segments to non-Spanish-speaking students? (Question 12)

Response Categories	Percentage of Responses N=376
You explain in English	35%
Aide or parent explains	5
Spanish-speaking student explains	13
No explanations are made	17
No non-Spanish speakers are present	27
No Response	3

The ability to speak Spanish was indicated by 78% of the respondents, with one-third of the teachers speaking Spanish fluently.

For the most part, teachers conduct class activities in English (64%) with 26% stating that activities are conducted bilingually, half in Spanish and half in English. Regarding activities specifically related to CARRASCOLENDAS, 75% of the teachers tend to conduct activities often or rarely, with the majority responding that activities are conducted after the series (36%) or both before and after viewing (36%).

Spanish segments are usually explained to non-Spanish speakers by the teacher (35%).

Teacher Guide Use

Since Teacher Guides are available for the series, actual use of the guide by teachers is described in the following tables. Discussion follows.

How often do you use the Teacher's Guide? (Question 13)

Response Categories	Percentage of Responses N=376
Every program	24%
Most programs	14
Some programs	25
Never	7
Do not have one	28
No Response	2

How useful is the Teacher's Guide? (Question 14)

Response Categories	Percentage of Responses N=376
Very useful	33%
Somewhat useful	29
Not too useful	4
Useless	0
Do not have one	30
No Response	4

Are the TV presentations clear enough so that you understand the objectives without looking in the Teacher's Guide? (Question 15)

Response Categories	Percentage of Responses N=376
Always	29%
Often	60
Rarely	5
Never	2
No Response	4

The Teacher Guide is used by 63% of the teachers responding, with most of them (62%) finding the guide useful.

Respondents indicated that the television presentations were often (60%) clear enough to understand the objectives of the segments, with 29% stating that the objectives were always clear.

Teacher Evaluations of the Series

The tables below reflect overall general opinions regarding the content, language, and techniques presented in the series.

Is the subject content of CARRASCOLENDAS appropriate for your students? (Question 16)

	Percentage of Responses			
			Language Skills	
Response Categories	Math N=376	Science N=376	Spanish N=376	English N=376
Always	33%	22%	49%	42%
Often	48	43	39	45
Rarely	12	23	7	7
Never	2	3	1	< 1
No Response	5	9	4	5

How valuable were the animation segments presenting letter/sound relationships? (Question 17)

Response Categories	Percentage of Responses N=376
Very valuable	60%
Somewhat valuable	31
A little valuable	6
Of no value	1
No Response	2

Is the language level appropriate for your students' understanding? (Question 18)

Response Categories	Percentage of Responses Spanish N=376	 English N=376
Always	43%	41%
Often	46	43
Rarely	7	7
Never	1	< 1
No Response	3	8

Was the cultural and historical content beneficial to your students? (Question 19)

Response Categories	Percentage of Responses N=376
Very much	39%
Somewhat	39
A little	15
Not at all	2
No Response	5

Would you like to see the series repeated next year? (Question 20)

Response Categories	Percentage of Responses N=376
Yes	87%
No	4
No opinion	7
No Response	2

Would you like to see a follow-up program for your students at a more advanced level? (Question 21)

Response Categories	Percentage of Responses N=376
Yes	55%
No	28
No opinion	15
No Response	2

The subject content of CARRASCOLENDAS in Math, Science, and English Language Skills was often considered appropriate by the majority of teachers, with Spanish Language Skills rated as always appropriate by the majority. Comments were generally favorable with positive responses ranging from 65% (Science) to 87% (English Language Skills).

The animation segments presenting letter/sound relationships are very valuable according to 60% of the teachers responding, with 31% rating the segments as somewhat valuable.

Respondents indicated that the language level is often appropriate in Spanish (46%) and English (43%) for students' understanding, although it is always considered appropriate to almost the same extent (Spanish 43%, and English 41%).

Teachers also felt that the cultural and historical content of the series was very or somewhat beneficial to their students (78%).

Responses also show that teachers would like to see the series repeated (87%), with 55% stating that they would like a follow-up series at a more advanced level.

Teacher Evaluations of Pupil Responses

Teachers were asked to evaluate the reactions of their students to CARRASCOLENDAS and the extent of their participation with program segments and with other classroom activities. These evaluations are summarized in the tables and discussion below.

In general, how well do you think that your students like CARRASCOLENDAS? (Question 22)

Response Categories	Percentage of Responses N=376
Very much	72%
Moderately	22
A little	3
Not at all	< 1
No Response	2

Do Spanish-speaking children engage in the Spanish and/or English audience-participation segments during the program? (Question 23)

	Percentage of Responses	
Response Categories	Spanish N=376	English N=376
Most engage all of the time	46%	38%
Most engage some of the time	40	35
A few engage most of the time	5	7
A few engage some of the time	4	7
Little participation	1	3
None present	1	2
No Response	3	8

Do English-speaking children engage in the Spanish and/or English audience-participation segments during the program? (Question 24)

Response Categories	Percentage of Responses Spanish N=376	 English N=376
Most engage all of the time	24%	33%
Most engage some of the time	31	27
A few engage most of the time	6	5
A few engage some of the time	7	5
Little participation	6	4
None present	16	16
No Response	10	10

Do Mexican-American children speak Spanish at school more often after watching the program? (Question 25)

Response Categories	Percentage of Responses N=376
Yes, often	17%
Yes, somewhat	36
No, not at all	40
No Mexican-American children present	1
No Response	6

Do the Mexican-American children in your class participate in class activities? (Question 26)

Response Categories	Percentage of Responses N=376
Very much	72%
Moderately	20
A little	4
Not at all	0
No Mexican-American children present	< 1
No Response	3

In general, how would you rate the Mexican-American children's self esteem in your classroom? (Question 27)

Response Categories	Percentage of Responses N=376
High, proud of his Mexican-American heritage	28%
Medium, accepts his heritage	37
Low, embarrassed by his heritage	1
No awareness of difference between Mexican-American heritage and any other ethnic group	32
No Mexican-American children present	1
No Response	1

Do you think that the Mexican-American children's self esteem or pride may benefit from watching CARRASCOLENDAS? (Question 28)

Response Categories	Percentage of Responses N=376
Very much	50%
Moderately	27
A little	15
Not at all	5
No Mexican-American children present	1
No Response	2

Are Mexican-American children willing to contribute experiences from their backgrounds during discussions pertaining to CARRASCOLENDAS? (Question 29)

Response Categories	Percentage of Responses N=376
Yes, often	34%
Yes, occasionally	51
No, never	10
No Mexican-American children present	1
No Response	4

Have non-Spanish speakers learned some Spanish after watching the program? (Question 30)

Response Categories	Percentage of Responses N=376
Some Spanish	27%
A little Spanish	42
No Spanish	5
No non-Spanish speakers present	20
No Response	6

Have children from other ethnic groups shown interest in learning more about Mexican culture after watching CARRASCOLENDAS? (Question 31)

Response Categories	Percentage of Responses N=376
Yes, often	12%
Yes, occasionally	36
No, never	12
No other ethnic groups present	34
No Response	6

Do non-Spanish-speaking students ask the Mexican-American children about CARRASCOLENDAS? (Question 32)

Response Categories	Percentage of Responses N=376
Yes, often	11%
Yes, occasionally	35
No, never	20
No non-Spanish speakers present	26
No Response	8

Generally, 72% of the teachers felt that their pupils liked CARRASCOLENDAS very much.

Spanish-speaking children tended to engage in the audience-participation segments of the programs most of the time, particularly the Spanish segments (Spanish participation all or some of the time, 86%; English participation all or some of the time, 72%). English-speaking children indicated similar responses--higher participation to English segments versus Spanish segments, but to a lesser degree (Spanish participation all or some of the time, 55%; English participation all or some of the time, 60%). Spanish-speaking students participated more in Spanish segments than English-speaking students participated in English segments.

Teachers generally felt that Mexican-American children tended to speak more Spanish in school after watching the series (52%) although 40% saw no change. Mexican-American children participated in class activities to a great extent in 72% of the cases.

In rating the Mexican-American children's self esteem, teachers indicated that children tended to accept their heritage (37%) and that 32% were not aware of a cultural difference with other ethnic groups. In 28% of the responses, teachers felt that the children's self esteem was high and expressed pride in their heritage. Half of the teachers thought that the Mexican-American children's self esteem would be greatly benefited by watching CARRASCOLENDAS.

For the most part (85%), Mexican-American children were willing to contribute experiences from their backgrounds when discussing CARRASCOLENDAS.

Non-Spanish speakers appeard to learn some Spanish after watching the series according to 69% of the respondents. Children from other ethnic groups tended to show interest in learning more about Mexican-American culture in 48% of the teachers' evaluations; Mexican-American children were asked about CARRASCOLENDAS by non-Spanish speakers in 46% of the cases.

Effects of CARRASCOLENDAS

The only open-ended question in the Teacher Attitude Questionnaire was:

> What do you think is the most significant effect of CARRASCOLENDAS on your students? (Question 33)

Eighty-eight percent of the respondents replied to this question. Comments were tallied and those mentioned most often are as follows:

1. Children benefit from hearing Spanish spoken and develop pride in the language and culture (66[*]).

2. The series encourages learning and speaking of Spanish as well as English--vocabularies in both languages are improved (58).

3. Children realize the importance of both cultures, and other ethnic groups become more appreciative of the many cultures and differences in the world (43).

4. Children enjoy the series and find it entertaining, particularly the songs--there is much participation in singing (34).

5. The characters, particularly Agapito (10), as well as the riddles, rhymes, and games are enjoyed by the children (28).

6. Increased self-esteem is evident in children (25).

7. Spanish-speaking children participate more in class and volunteer information in situations in which they had been withdrawn previously (24).

8. Other comments:

More segments of the program need to be in English since it is the language children need to master, or each segment in Spanish should be presented in English also (5).

Programs have too much Spanish, and English-speaking children lose interest; maybe more elementary Spanish could be used (5).

Puppets do not hold attention and are difficult to understand (5).

Results Excluding Texas Data

A separate analysis of Teacher Attitude Questionnaire results was conducted excluding the Texas data. Since Texas comprised the major portion of the sample (N=290), it was necessary to note if Texas responses had greatly influenced the overall results.

---

[*] Number of similar responses.

An overview comparison illustrates that the responses from the ten additional states (N=86) tended to follow the general trend of the national results. The few exceptions are as follows:

1. Question 2. Respondents (41%) stated that from 1-25% of the children in their classes spoke Spanish.

2. Question 5. Television reception was always (50%) or often (41%) satisfactory.

3. Question 8. Fifty percent of the respondents indicated that they knew of no publicity regarding CARRASCOLENDAS. Publicity which was available was generally found in newspapers (23%).

4. Question 9. One-third of the teachers responded that they only spoke English.

5. Question 16. Spanish Language Skills followed the trend of the other content areas (Math, Science, and English Language Skills) in that the subject content was considered often (49%) and always (29%) appropriate.

6. Question 18. Language level in Spanish was considered appropriate for the children's understanding always (36%), often (37%), and rarely (22%). English was considered always (44%) and often (43%) appropriate.

7. Question 27. The Mexican-American child's self esteem was rated high (35%), or medium (35%), with 22% stating that the children were aware of no differences between ethnic groups.

8. Question 30. Non-Spanish speakers learned some (40%) or a little (43%) Spanish with only 9% showing that there were no non-Spanish speakers present in the class.

9. Question 31. Other ethnic groups showed interest in the Mexican culture occasionally (53%) with only a small percentage (8%) indicating lack of representation of other ethnic groups.

Summary

On a national scale, the Teacher Attitude Questionnaire elicited generally positive comments. The majority of teachers who responded taught either kindergarten, first, or second grade in classes of 21 - 30 pupils of predominantly Spanish-speaking Mexican-Americans.

Classes tended to view every program in the series on black and white television sets having good reception. Most teachers had no knowledge of other bilingual television programs and stated that some publicity regarding CARRASCOLENDAS had appeared in newspapers.

The respondents generally had some knowledge of Spanish, but tended to conduct class activities predominantly in English. Activities geared to CARRASCOLENDAS were conducted, and Spanish segments were explained in English by the teacher.

The Teacher Guide was quite useful even though the television presentations were clear enough to understand the objectives.

As a whole, teachers felt that the subject content and language level were approprate for their pupils. They would like to see the series repeated, and possibly a follow-up program produced. Respondents also indicated that children liked the series very much and engaged in audience-participation segments. Mexican-American children tended to participate well in class activities and felt positive about their cultural heritage or noticed no differences among ethnicities. While the Mexican-American children's self esteem benefited from viewing CARRASCOLENDAS and they were willing to contribute personal experiences to the class, non-Spanish speakers also learned some Spanish and showed interest in knowing more about the Mexican culture.

Effects of the series which are significant to the students dealt with the beneficial aspects of hearing Spanish and English, developing greater appreciation of two cultures, and increasing self esteem.

SECTION V

TEACHERS' EVALUATIONS OF PROGRAMS

Whereas the Teacher Attitude Questionnaire elicited general information regarding the series, a detailed program-by-program evaluation was also undertaken. A Teacher Diary was used during the first two years of the evaluation of CARRASCOLENDAS. Observations obtained from teachers on every program were of substantial value to the curriculum and production staffs in designing and/or revising the instructional content of the series. The diary was used again this year to assess specific features of each program and to provide the curriculum and production staffs with teachers' comments obtained on a wider scale from various test sites.

Procedures

The booklet used in the second year evaluation had been designed according to teachers' suggestions for facilitating completion. The diary for the third year retained most of the same features. It included a letter to the teacher with directions for completing each page, a general information page regarding the teacher's class, sheets for rating each of the 30 programs, and a page for general remarks.

Specific information (see Figure 54) for each of the 30 programs of the series was gathered by two methods:

1. Six rating scales for evaluating each program; and
2. Space for comments on specific features of the program and descriptions of pupils' reactions.

FIGURE 54 ·

PROGRAM RATING SHEET

PROGRAM #_____

Please give ratings by placing one check on each of the following scales:

1. THE PROGRAM FACILITATED LEARNING ACTIVITIES:

   very well ___:___:___:___:___:___:___ not at all

2. RELATIVE TO OTHER PROGRAMS IN THE SERIES, THIS PROGRAM WAS:

   better ___:___:___:___:___:___:___ poorer

3. RELATIVE TO THE CLASS LEVEL, THE PROGRAM CONTENT WAS:

   very appropriate ___:___:___:___:___:___:___inappropriate

4. RELATIVE TO CLASS UNDERSTANDING, THE LANGUAGE LEVEL WAS:

   very appropriate ___:___:___:___:___:___:___ inappropriate

5. THE CHILDREN'S VERBAL PARTICIPATION WHEN PROMPTED BY THE PROGRAM WAS:

   high ___:___:___:___:___:___:___ low

6. THE PROGRAM HELD THE CHILDREN'S INTEREST:

   very well ___:___:___:___:___:___:___ not at all

Please comment on specific features of this program and the responses to them in your classroom. Please begin each comment on a new line and number your remarks.

____

____

____

____

____

____

Did you put the Program # at the top of the page?

In view of the auditor's comment on the second year evaluation regarding structuring of teachers' remarks, specific segment presentation techniques to which children responded positively were eliminated. The evaluators concluded that the presentation methods which were most successful would become evident when teachers listed their comments on specific features of each program.

Each page provided space for the teacher to identify the number of the program which was being evaluated. The booklet pages were perforated so that they could be removed for a biweekly mail-back. (A stamped return envelope was provided on every sixth page.) Biweekly results were then collated and distributed to the curriculum and production staffs during the period of broadcasting and production.

Since completion of the Teacher Diary requires that the teacher take time to be specific in her comments, it was decided to reduce the number of diaries distributed and to pay participating teachers a small stipend. Each Field Consultant was contracted to hire five teachers to provide Teacher Diary input. This should have provided comments from 35 teachers at the test sites. However, only 32 teachers completed the booklets, as follows: Albuquerque, 6; Edinburg, 3; Lansing, 5; Los Angeles, 4; San Antonio, 6; Tracy, 5; and Tucson, 3. Pueblo was not included because of its late addition to the study. Tucson had three teachers commenting on each program, but after two programs, one of the teachers failed to respond further. Albuquerque and San Antonio each had six teachers responding on a biweekly basis. They included an additional teacher at each site since those particular sites included viewer groups from monolingual, as well as bilingual classrooms in kindergarten, first, and second grades.

Site Characteristics

General Information

The responses included comments from 10 kindergarten, 12 first grade, and 10 second grade teachers. All teachers completed the general information sheet, and responses regarding class ethnic composition, teacher and pupil fluency ratings, extent of Spanish instruction, and viewing situations are discussed by sites.

Albuquerque:

1. Ethnic composition of classes:

   All classes in the CARRASCOLENDAS Teacher Diary evaluation were composed of 97% or more Mexican-Americans.

2. Pupils' fluency in Spanish and English:

   The majority of children in the teachers' classes could only comprehend Spanish or speak it limitedly. Two classes were extreme exceptions; that is, in one class 70% of the class spoke no Spanish and in the other, 60% spoke it moderately or fluently. The overwhelming majority of pupils in respondents' classes spoke English fluently or moderately.

3. Spanish fluency of teacher and teacher's aide:

   All Albuquerque respondents speak Spanish fluently. Five of the six teachers filling out the diary answered this question. Of those five, four had aides who spoke Spanish. One teacher did not have an aide in her classroom.

4. Extent of Spanish instruction in school:

   Monolingual classrooms had no Spanish instruction other than CARRASCOLENDAS. Children in bilingual classrooms were taught the following subjects in Spanish--science, social studies, reading, language arts, music, and culture.

5. Class viewing of other television series:

   None of the respondents' classes had ever viewed a television series in class.

6. Viewing of CARRASCOLENDAS in color:

All viewing was in black and white.

7. Viewing situation:

Two kindergarten classes viewed the series together from 2:30 - 3:00 p.m. after class activities were completed for the day. First and second grades combined two classes to a room to view one television set. CARRASCOLENDAS was available daily and classes generally did not view on Wednesday since it was an early dismissal day. Teachers objected to the broadcast time of the program stating that primary children were too tired at that time of the day.

Edinburg:

1. Ethnic composition of class:

All of the pupils in the Edinburg respondents' classes were Mexican-American.

2. Pupils' fluency in Spanish and English:

Although in one teacher's class, 1% of her pupils spoke no Spanish, all of the other pupils in the three respondents' classes spoke Spanish either fluently or moderately. The percentages of students' fluency in English varied among the three classes. In one class 90% spoke English moderately and 10% spoke limited English. In another class half of the pupils spoke English moderately while the other half spoke it limitedly. Finally, the third respondent indicated that all her class spoke English limitedly.

3. Spanish fluency of teacher and teacher's aide:

One teacher spoke Spanish fluently whil the other two spoke it moderately. Two of the three teachers had aides who spoke Spanish, while the other teacher aide did not.

4. Extent of Spanish instruction in school:

   Phonics, reading, writing, and math were taught in Spanish in the first grade; second grades taught social studies twice a week and reading, writing, and phonics three times a week.

5. Class viewing of other television series:

   Of the three respondents only two had classes who had ever viewed a television series in class.

6. Viewing of CARRASCOLENDAS in color:

   All viewing was in black and white.

7. Viewing situation:

   Each class viewed its own television set from 10:00 - 10:30 a.m. on Monday, Wednesday, and Friday, although room conditions varied. One classroom was air-conditioned and carpeted, while the other two classrooms were not.

Lansing:

1. Ethnic composition of classes:

   Except for one case, respondents' classes in Lansing had a great majority of Anglos. The exception was a class in which the ethnic composition was approximately half Anglo and half Mexican-American.

2. Pupils' fluency in English and Spanish:

   The great majority of students in these teachers' classes spoke no Spanish. Small percentages spoke it fluently or moderately. As would be expected then, these students were rated as speaking English fluently. In one class 37% spoke English moderately or limitedly.

3. Spanish fluency of teacher and teacher's aide:

   Three of Lansing's five respondents spoke no Spanish. One teacher spoke it fluently; the other teacher rated herself as speaking Spanish limitedly. Four of the five teachers had aides who did not speak Spanish. The other respondent did not have an aide.

4. Extent of Spanish instruction in school:

   No subjects were taught in Spanish although counting, games, and songs were occasionally taught in Spanish. CARRASCOLENDAS provided the only regular instruction.

5. Class viewing of other television series:

   Two of the five classes had viewed other television series. Sesame Street was the program watched by one of these; the other respondent indicated that her class watched programs aired on the local public broadcasting channel. The remaining three classes had not viewed any other television series.

6. Viewing of CARRASCOLENDAS in color:

   All viewing was in black and white.

7. Viewing situation:

   Each class viewed its own television set from 9:00 - 9:30 a.m. Some classes viewed the series on Tuesday, Thursday, and Friday, while others viewed on Monday, Thursday, and Friday.

Los Angeles:

1. Ethnic composition of class:

   The great majority of respondents' classes was Mexican-American.

2. Pupils' fluency in Spanish and English:

   Fifty to sixty percent of the respondents' pupils in three of four classes spoke Spanish fluently. With one exception, the rest of the students spoke Spanish either moderately or limitedly. That exception was in a class where 45% of the pupils could only comprehend Spanish or did not speak it at all. In one class the teacher rated her students as being 100% fluent in English. In two of the classes teachers rated the majority of their students as speaking English either fluently or moderately, and in one case, 30% of the students were rated as speaking English limitedly, being able to only comprehend the language, or not speaking English at all.

3. Spanish fluency of teacher and teacher's aide:

   All Los Angeles respondents spoke Spanish fluently, and all had aides who spoke Spanish.

4. Extent of Spanish instruction in school:

   All subjects are taught concurrently in Spanish and English.

5. Class viewing of other television series:

   None of the classes had ever viewed other television series in class.

6. Viewing of CARRASCOLENDAS in color:

   All viewing was in black and white.

7. Viewing situation:

   Each class viewed its own television set from 11:30 - 12:00 p.m. on Monday, Wednesday, and Friday.

San Antonio:

1. Ethnic composition of classes:

   Five out of six respondents had classes comprised of 95 - 100% Mexican-Americans. The other respondent's class was 74% Mexican-American and 26% Anglo.

2. Pupils' fluency in Spanish and English:

   A majority of pupils in the classes of Teacher Diary respondents spoke Spanish moderately or fluently. Two classes showed less Spanish fluency, with 50 - 60% of the children speaking the language limitedly, only comprehending it, or not being able to speak it at all. In four out of six respondents' classes, 73 - 100% of the pupils spoke English fluently or moderately. In one case, 43% of a class spoke English fluently or moderately. In the other class, 30% of the class was listed as being fluent in English or speaking it moderately. Sixty-eight percent of the pupils in this class spoke limited English.

3. Spanish fluency of teachers and teachers' aides:

   Of the six teachers involved in the CARRASCOLENDAS Teacher Diary evaluation in San Antonio, two spoke Spanish fluently, three moderately, and one spoke no Spanish. Four of the six teachers had aides who spoke Spanish, while the other two teachers did not have aides.

4. Extent of Spanish instruction in school:

   One kindergarten class was taught 90% of the subject content in Spanish and 10% in English, and other classes in the bilingual program received equal treatment in Spanish and English. The classes with no formal bilingual instruction generally had one or two classes a week conducted in Spanish.

5. Class viewing of other television series:

   Four of six respondents indicated that their classes had never seen a television series in class before. The other two teachers indicated that their classes had occasionally watched CARRASCOLENDAS previously.

6. Viewing of CARRASCOLENDAS in color:

   Five of six teachers said their classes watched CARRASCOLENDAS in color. The other respondent indicated that children watched in black and white, though on a color set, because the set was defective.

7. Viewing situation:

   All groups, with one exception, had two classes viewing one television set. The series was viewed from 10:00 - 10:30 a.m. on Monday, Wednesday, and Friday.

Tracy:

1. Ethnic composition of class:

   Of five teachers responding in Tracy, two had classes with a majority of Anglo pupils. One teacher's class was comprised of 43% Mexican-American and 57% Anglo students. Another teacher's class was 36% Mexican-American and 46% Anglo. (13% of this class were Portuguese pupils.) And another respondent's pupils were 50% Mexican-American, 20% Anglo, 10% Black, and 20% Portuguese.

2. Pupils' fluency in Spanish and English:

   A majority of pupils in these respondents' classes speak little or no Spanish. One exception was a class in which 70% of the students spoke Spanish moderately or fluently. Except for 10% in one class who spoke English limitedly, all other pupils were rated by these Tracy teachers as speaking English fluently or moderately.

3. Spanish fluency of teachers and teachers' aides:

   Four of the five respondents in Tracy spoke no Spanish. The other teacher spoke Spanish limitedly. One teacher had an aide who spoke Spanish. Two of the other four had aides who could not speak Spanish and two did not have aides.

4. Extent of Spanish instruction in school:

   There is no Spanish instruction other than CARRASCOLENDAS.

5. Class viewing of other television series:

   Three of the five teachers' classes had viewed other television series in class. Programs listed by respondents were Listen and Say, The Electric Company, and Sing, Children, Sing.

6. Viewing of CARRASCOLENDAS in color:

   All viewing was in black and white.

7. Viewing situation:

   Two or three classes were generally combined to view one television set. CARRASCOLENDAS was viewed from 12:30 - 1:00 p.m. on Monday, Wednesday, and Friday.

Tucson:

1. Ethnic composition of class:

   The great majority of respondents' classes was comprised of Mexican-American children. The second highest percentage of students was Anglos, and the third highest percentage was American Indian.

2. Pupils' fluency in Spanish and English:

   Responses to Spanish fluency in the three teachers' reports varied widely. In one class, 60% of the pupils spoke Spanish fluently. A second teacher indicated that the majority of her students spoke Spanish moderately or limitedly. In a third class, 43% of the students spoke no Spanish. In two of the three classes, a majority of pupils spoke English moderately or fluently. In the third case, 37% spoke English fluently or moderately, while 63% spoke it limitedly, could only comprehend it, or could not speak English at all.

3. Spanish fluency of teachers and teachers' aides:

   Two of the three Tucson teachers spoke Spanish fluently; the other was moderately fluent in the language. All of the teachers had aides who spoke Spanish.

4. Extent of Spanish instruction in school:

   The school participated in a bilingual, bicultural program with approximately 50% of the content taught in Spanish.

5. Class viewing of other television series:

   Two of the three classes viewed television series other than CARRASCOLENDAS in class. Teachers listed these programs as being *All About You*, *Chiquitines*, and *The Electric Company*.

6. Viewing of CARRASCOLENDAS in color:

   All classes watched CARRASCOLENDAS in color.

7. Viewing situation:

   Two classes viewed one television set, and another class viewed by itself from 12:00 - 12:30 p.m. on Tuesday, Wednesday, and Thursday.

Results

Program Ratings

Ratings regarding each program were requested on six different scales. The six scales were rated on a semantic differential (seven point) continuum with positive ratings being the lower numbers, as follows:

THE PROGRAM FACILITATED LEARNING ACTIVITIES:

very well (1) ___:___:___:___:___:___:___ (7) not at all

The six rating scales were used in three different randomized versions to avoid a format bias. Approximately ten pages of each of the three format sheets composed the Teacher Diary ratings for the 30 programs.

One analysis illustrates the average ratings for the 30 programs on each scale by grade level (Figures 55 - 60), and another analysis shows the average ratings of the combined programs on the six scales according to site (Figures 61 - 67).

Average ratings for 30 programs on each scale (Figures 55 - 60) illustrate the average ratings for each program according to grade levels. Each figure is for a separate question. The program number is listed to the left of the figure and the average rating for each scale is specified by dotted (kindergarten), solid (first grade), and broken (second grade) lines. The midpoint of the rating scale is an average rating of 4.0 with positive ratings visible to the left of the figure (lower than 4.0).

When the program ratings are compared by grade levels, generally programs receive more positive ratings from kindergarten teachers, and more negative ratings from second grade teachers. First grade teacher ratings fall between the kindergarten and second grade ratings though they tend to follow second grade ratings more closely.

All average ratings tended to be positive, with occasional ratings falling a little below the midpoint (higher than 4.0). No program received a rating of 5.0 or more for

FIGURE 55

AVERAGE PROGRAM RATINGS BY GRADE LEVELS
FACILITATION OF LEARNING ACTIVITIES

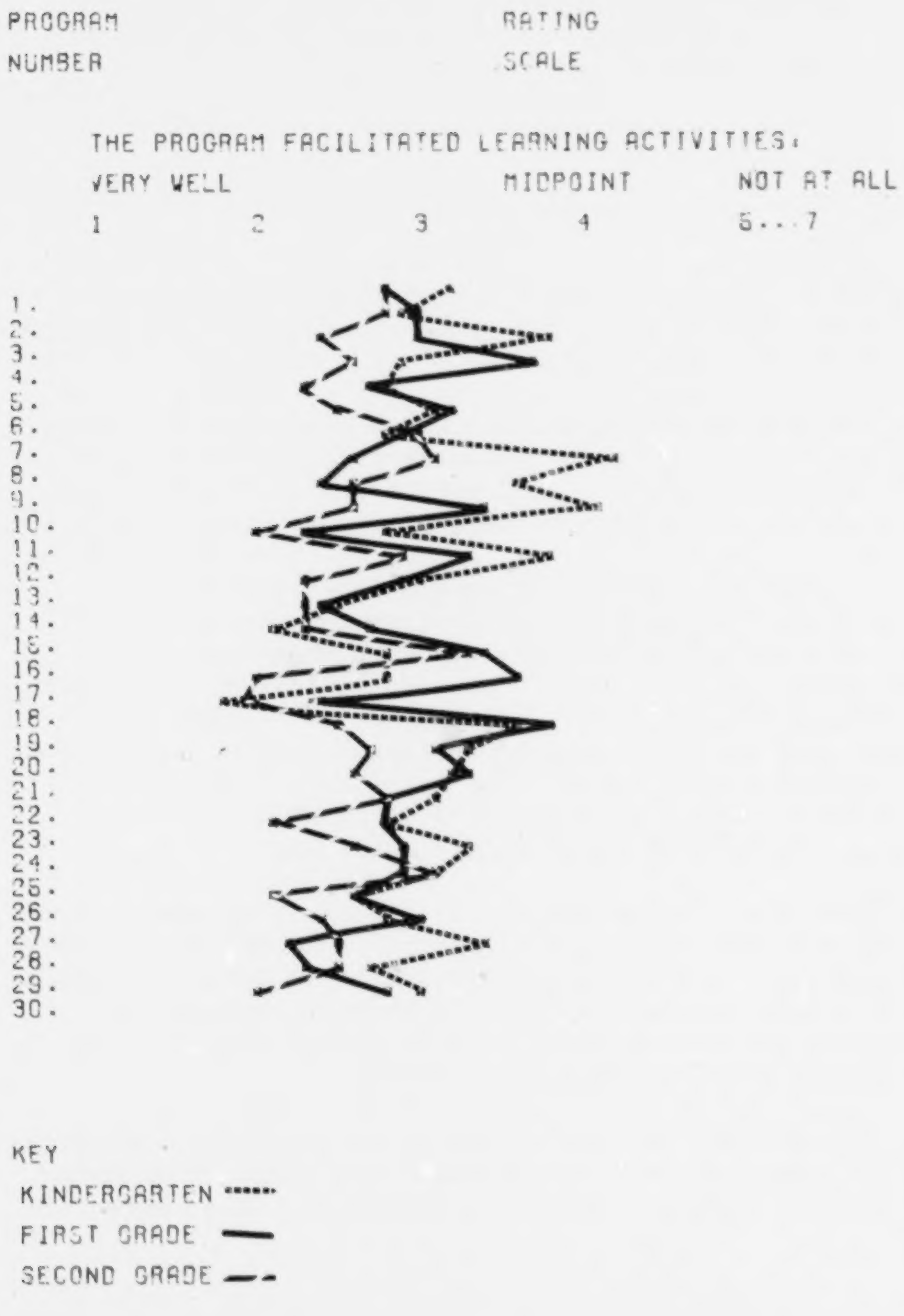
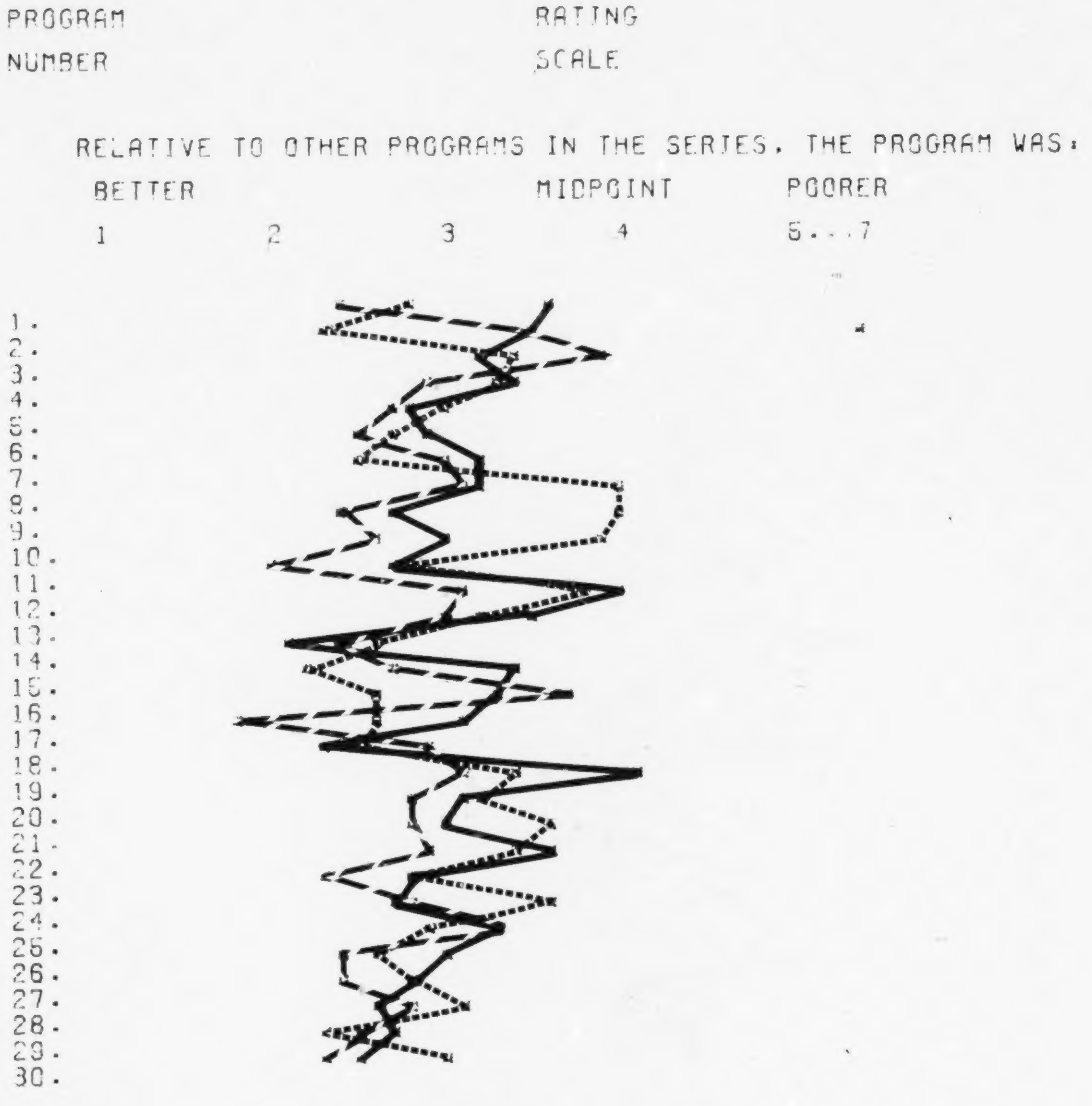


FIGURE 56

AVERAGE PROGRAM RATINGS BY GRADE LEVELS
COMPARISON WITH OTHER PROGRAMS



KEY

KINDERGARTEN ······

FIRST GRADE ——

SECOND GRADE - —

FIGURE 57

AVERAGE PROGRAM RATINGS BY GRADE LEVELS
APPROPRIATENESS OF CONTENT

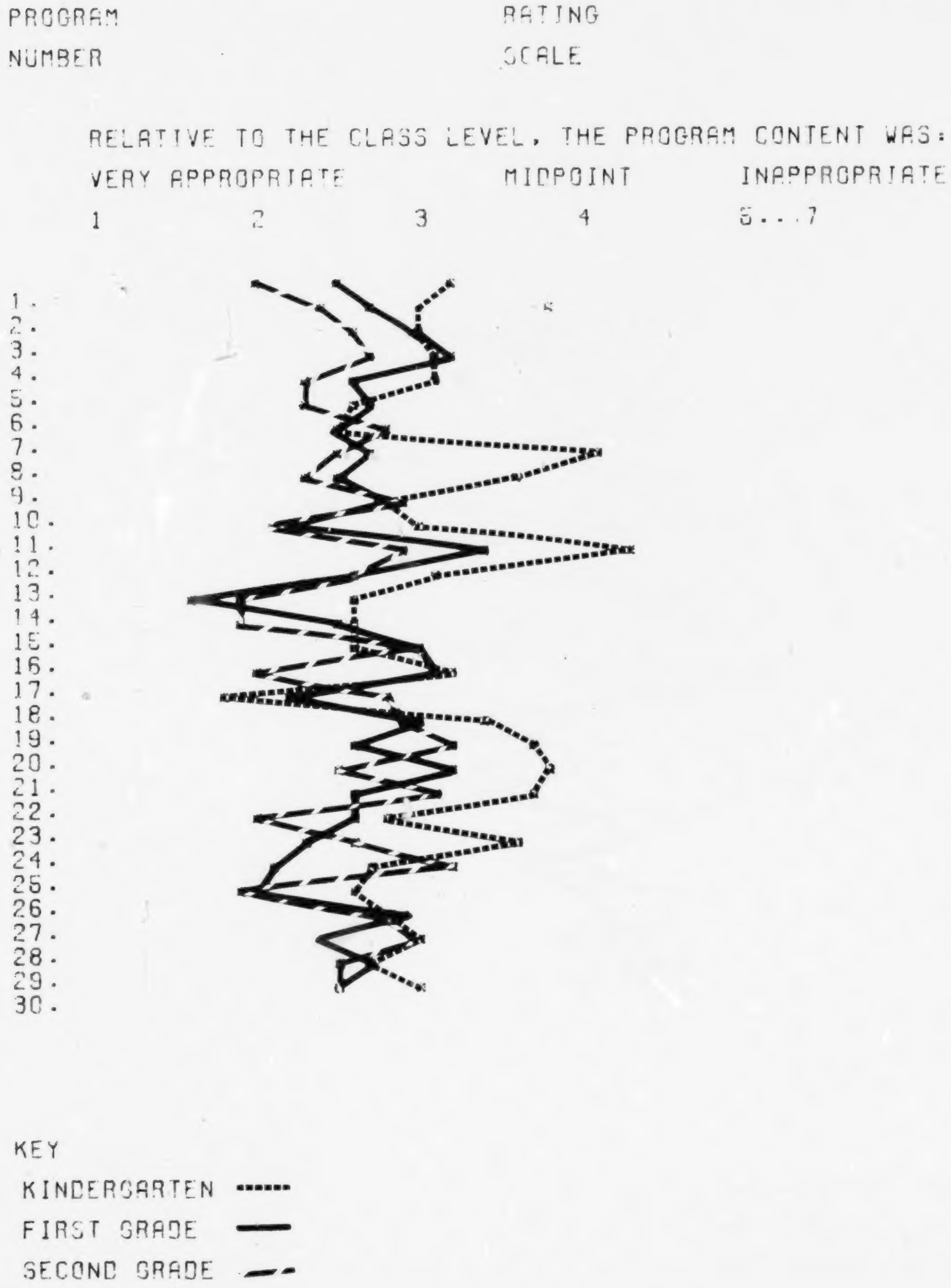


FIGURE 58

AVERAGE PROGRAM RATINGS BY GRADE LEVELS
APPROPRIATENESS OF LANGUAGE

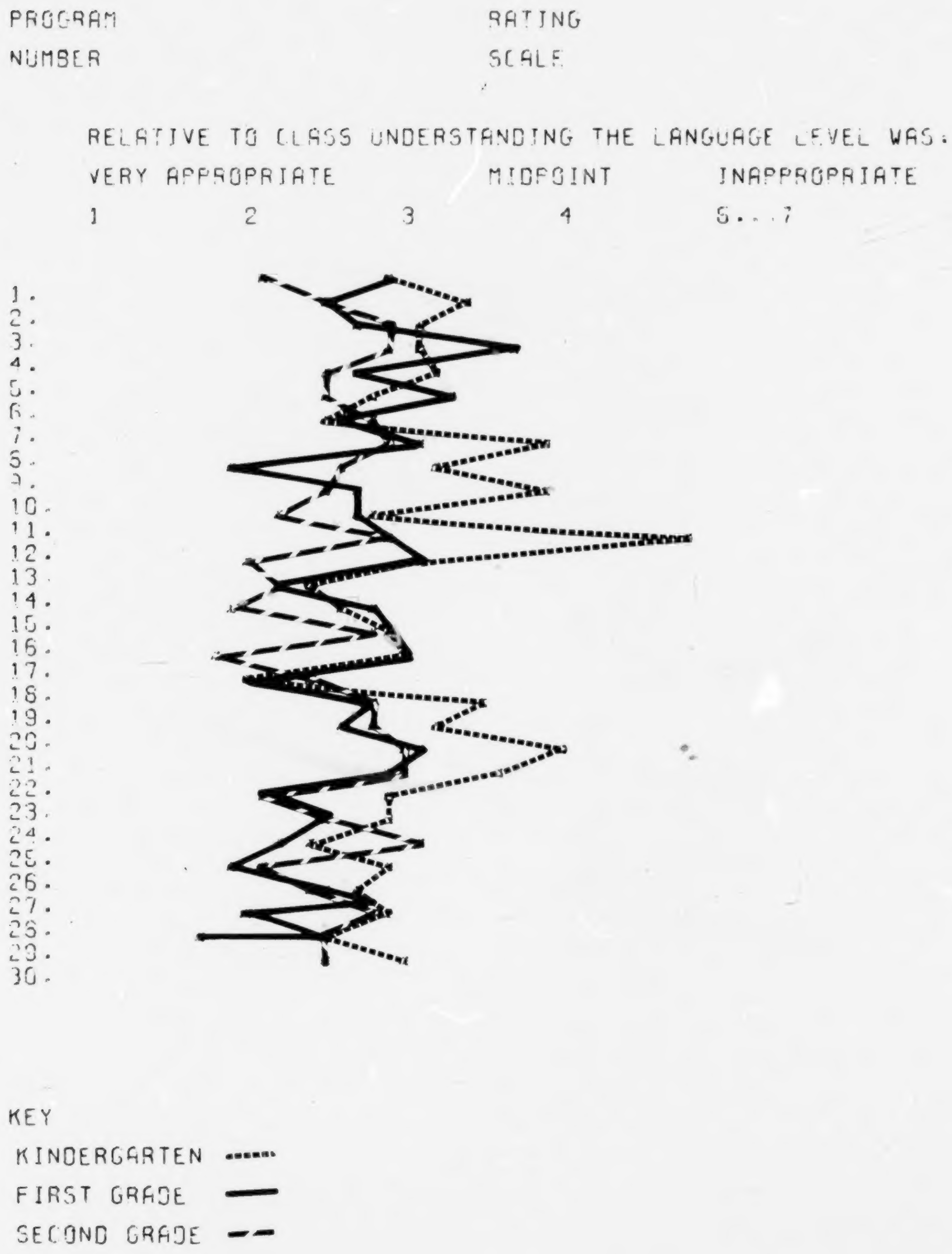


FIGURE 59

AVERAGE PROGRAM RATINGS BY GRADE LEVELS
VERBAL PARTICIPATION WHEN PROMPTED BY THE PROGRAM

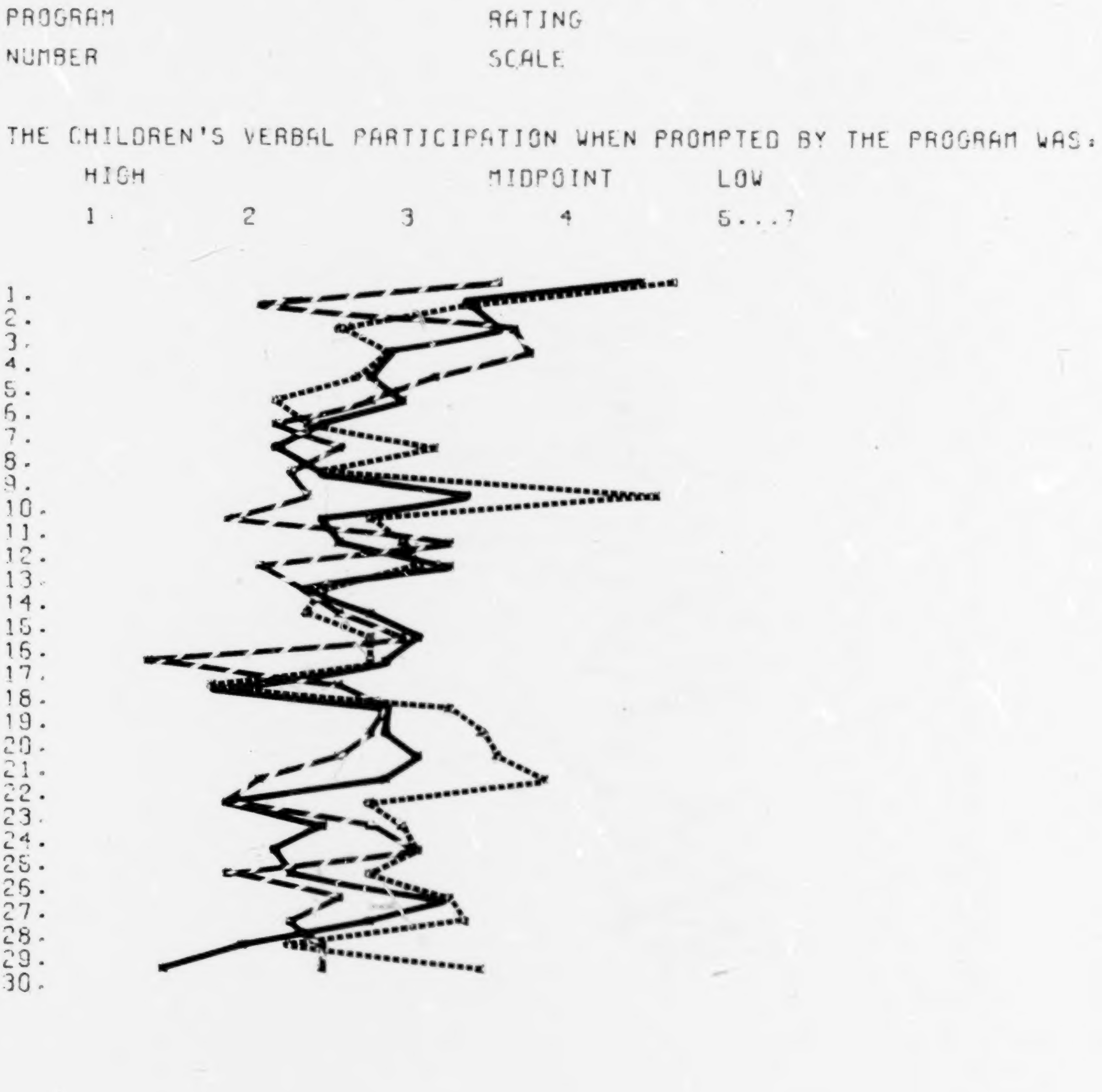
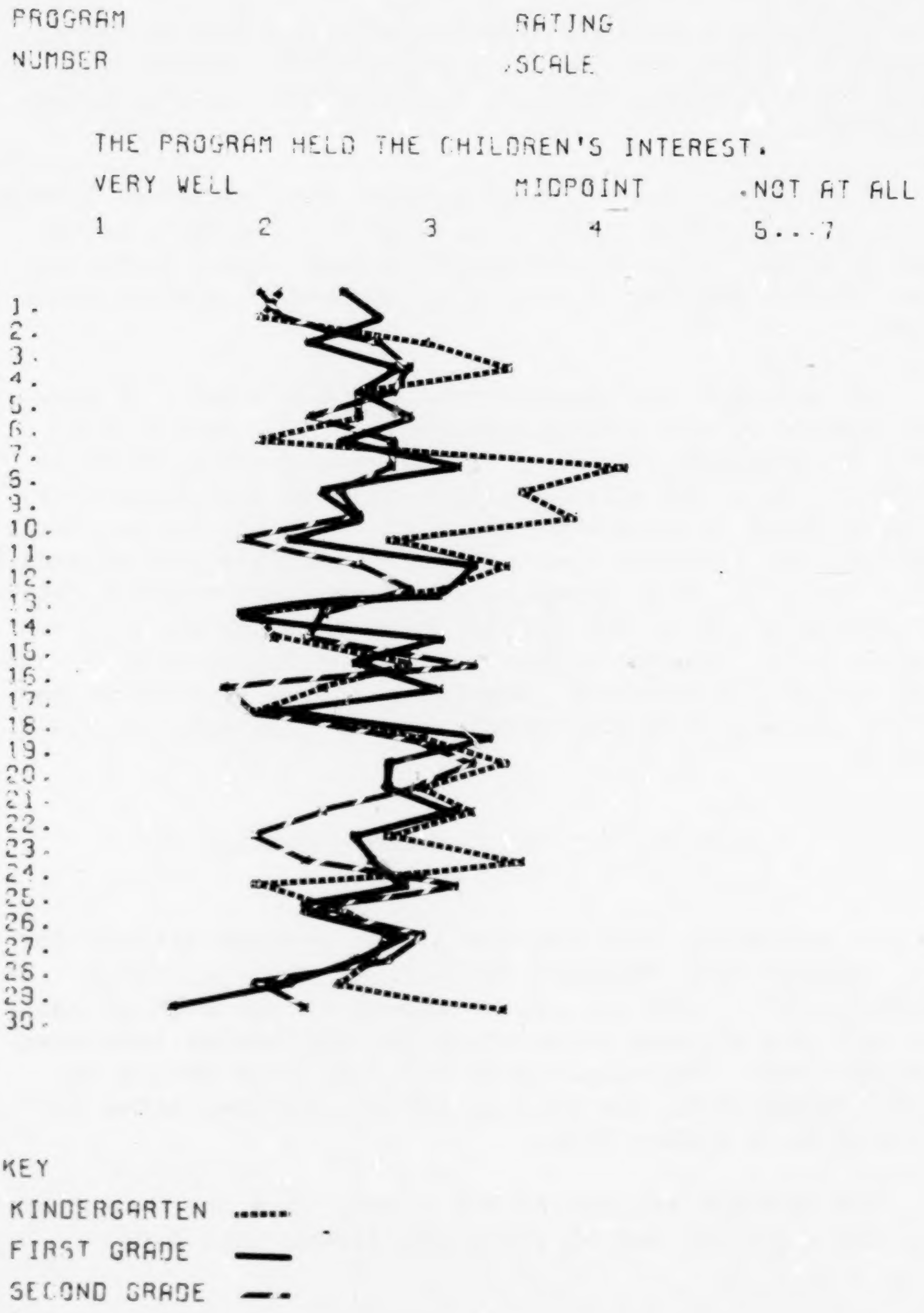


FIGURE 60

AVERAGE PROGRAM RATINGS BY GRADE LEVELS
CHILDREN'S INTEREST



any scale. There were ten instances when programs received an average rating of 4.0 or more by kindergarten teachers, and three ratings of 4.0 or more by first grade teachers. No second grade teacher ratings appeared at the midpoint--all averages were positive (toward the lower end of the continuum).

The scale receiving highest ratings from all three grade levels is the one regarding children's interest in the programs. All ratings, with one kindergarten exception, were most positive.

For all six scales, high ratings were given to different programs by each grade level. Kindergarten teachers rated Program 18 high. First grade teachers gave high ratings to Program 14; and Program 17 was rated highest by second grade teachers.

The ratings, differentiated by grade levels, follow similar trends of the combined overall ratings to the six scales. The program rated highest by second grade teachers (Program 17) received particularly high overall ratings for two scales--good program when compared to others in the series and appropriate language level relative to class understanding (average = 2.2). Other programs receiving high overall ratings were Programs 8 and 12 for facilitating learning activities (average = 2.3); content appropriateness (average = 1.9), and holding children's interest (average = 2.1) -- Program 8; and eliciting children's verbal participation (average = 2.0) -- Program 12.

Site Ratings for Combined Programs on Each Scale

In comparing site responses, the average ratings for all 30 programs were combined for each of the six scales (Figures 61 - 67). The six scales appear on the left of each figure with the average site rating for the series indicated by a solid line. The midpoint of the continuum rating is 4.0. For comparison, the ratings of the combined sites is illustrated by a broken line.

The average ratings of all sites, with one exception, were on the positive end of the scale (lower than 4.0).

FIGURE 61

ALBUQUERQUE RATINGS OF CARRASCOLENDAS
(Average of 30 Programs)

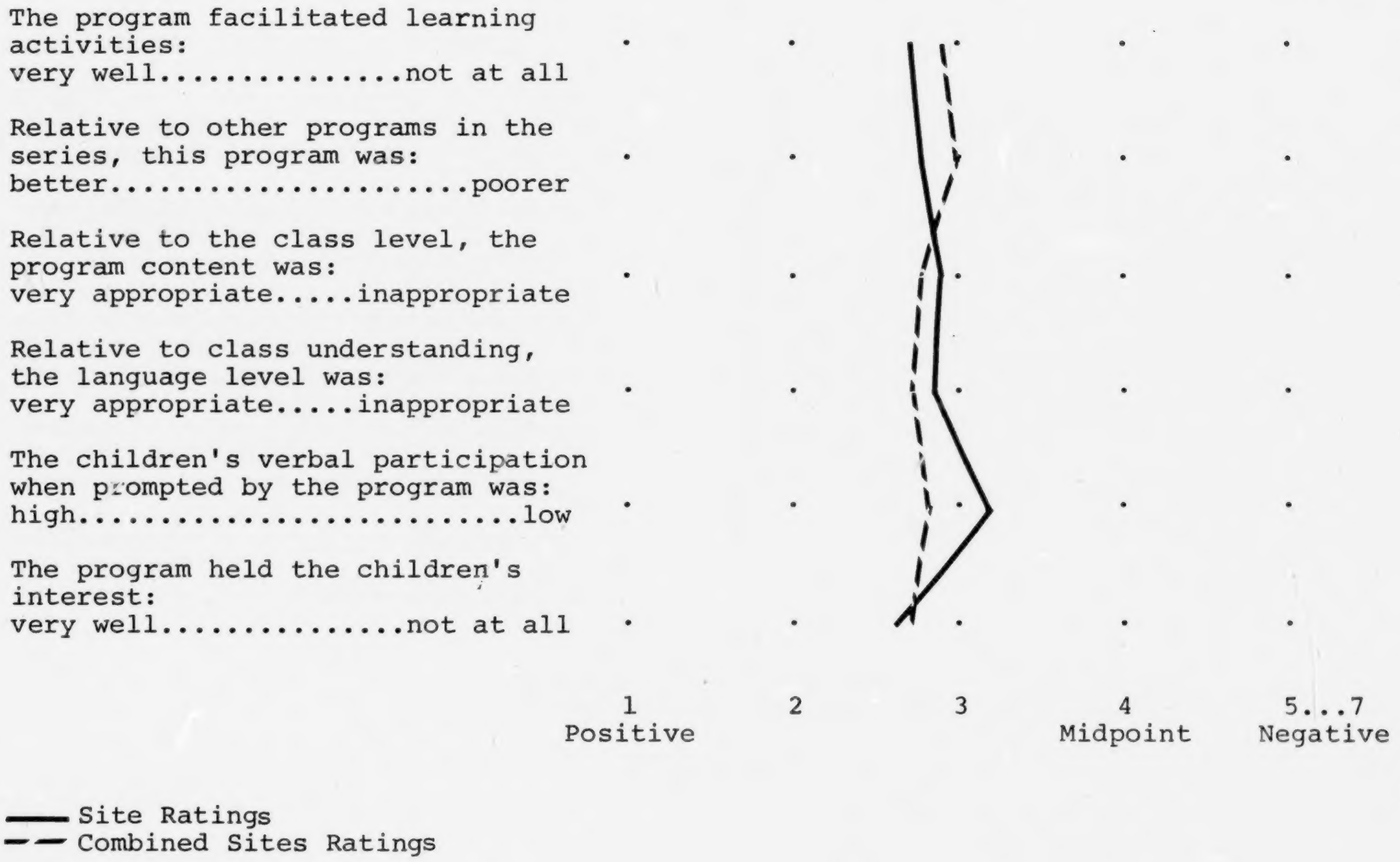


FIGURE 62

EDINBURG RATINGS OF CARRASCOLENDAS
(Average of 30 Programs)

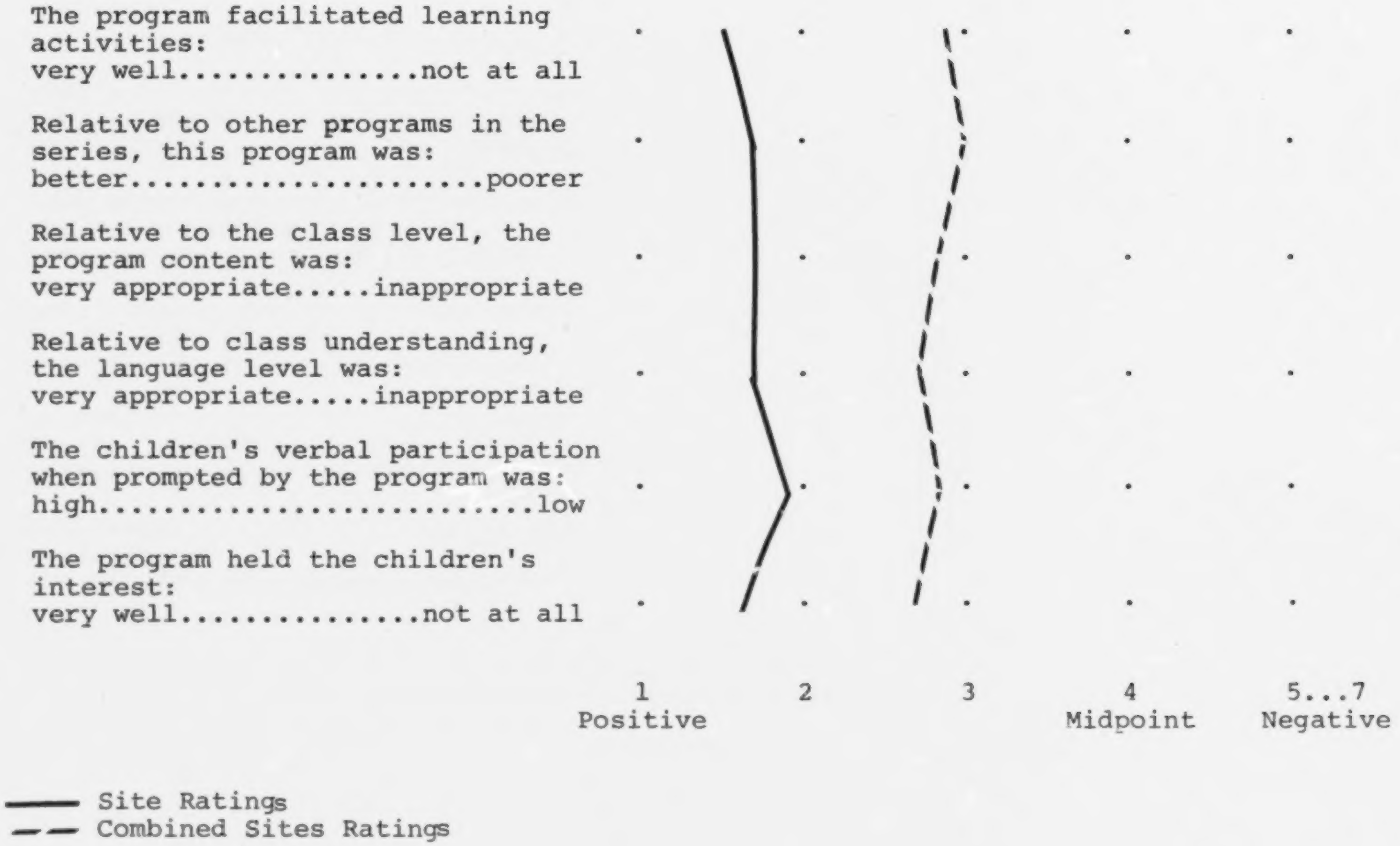


FIGURE 63

LANSING RATINGS OF CARRASCOLENDAS
(Average of 30 Programs)

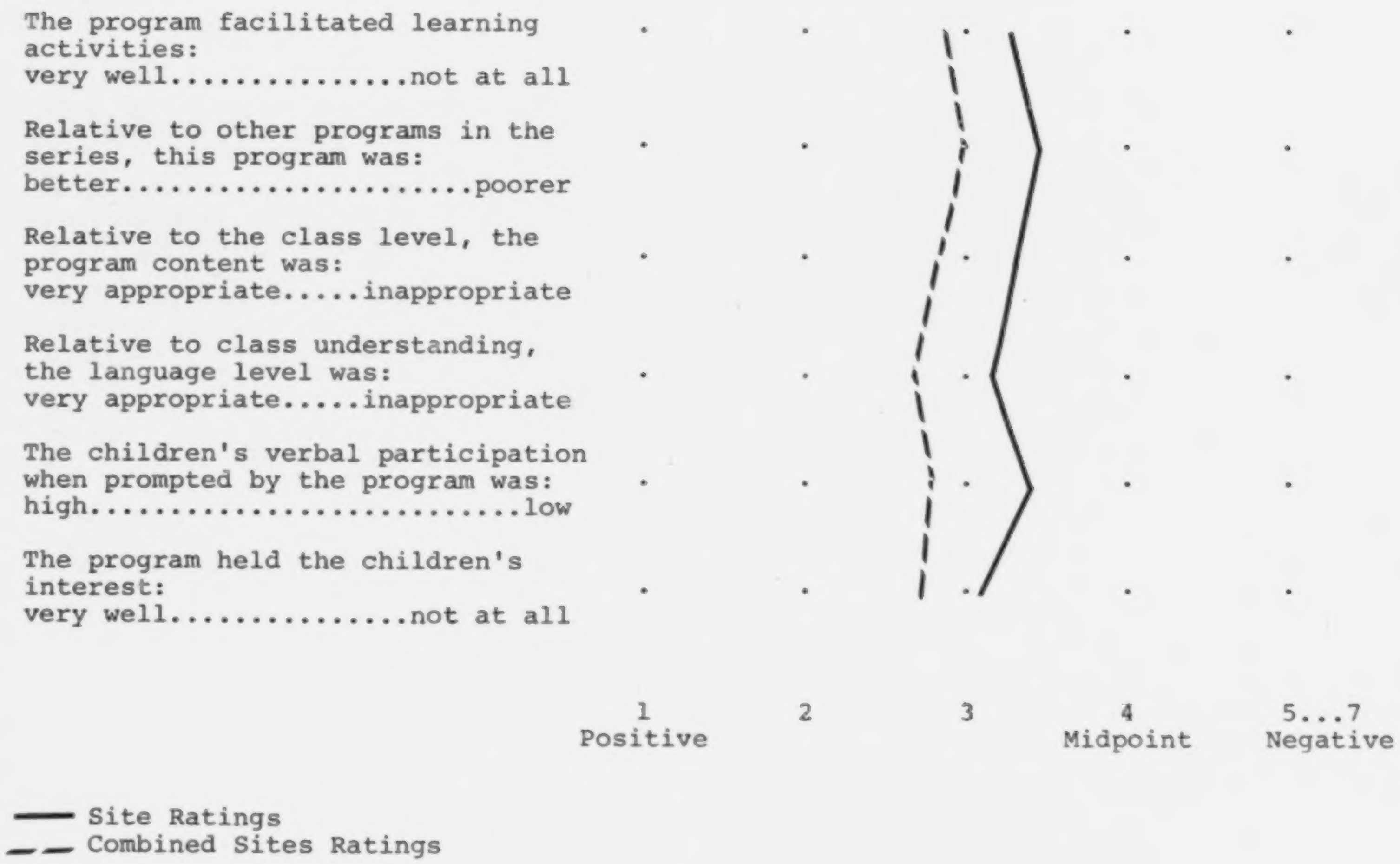


FIGURE 64

LOS ANGELES RATINGS OF CARRASCOLENDAS
(Average of 30 Programs)

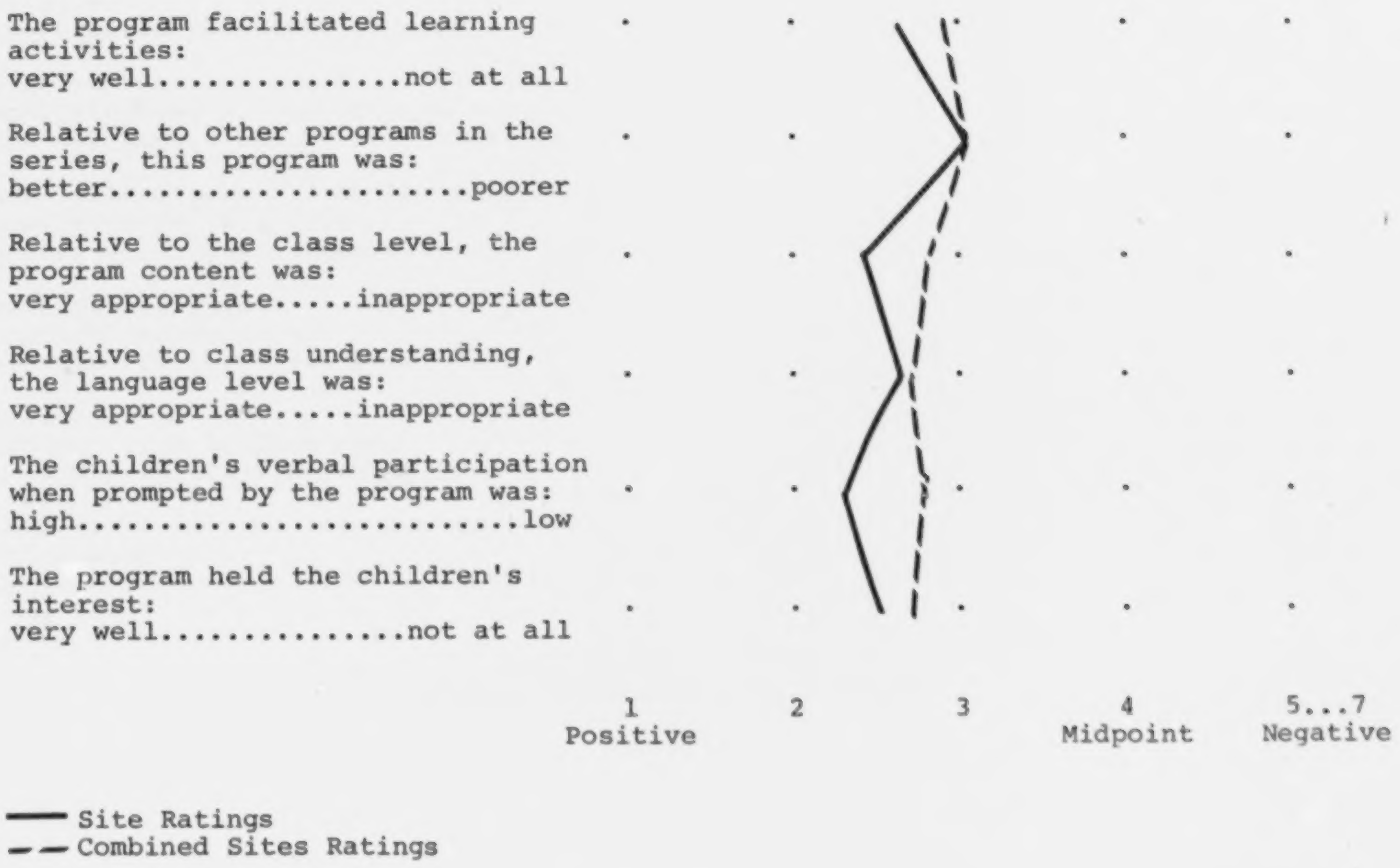


FIGURE 65

SAN ANTONIO RATINGS OF CARRASCOLENDAS
(Average of 30 Programs)

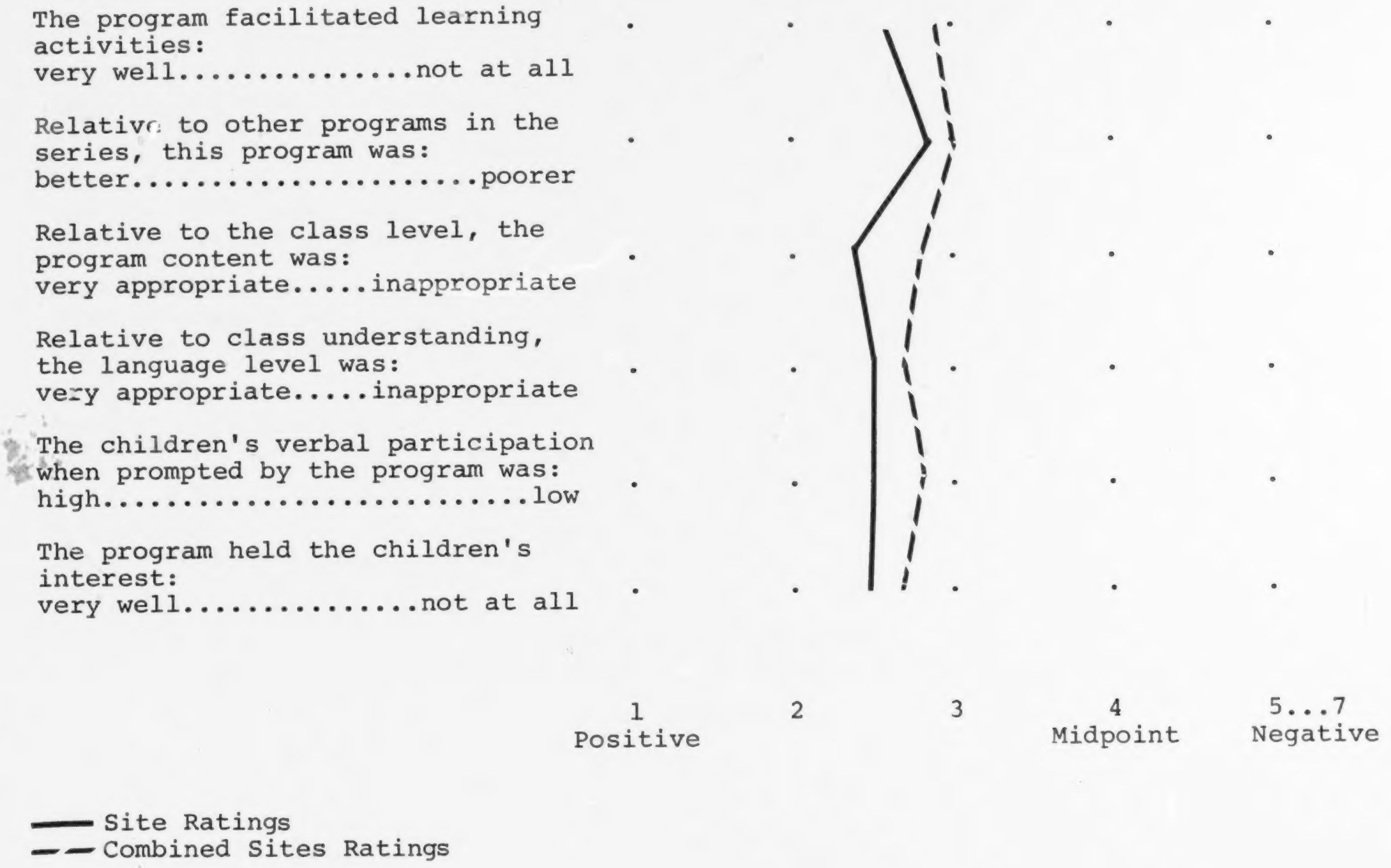


FIGURE 66

TRACY RATINGS OF CARRASCOLENDAS
(Average of 30 Programs)

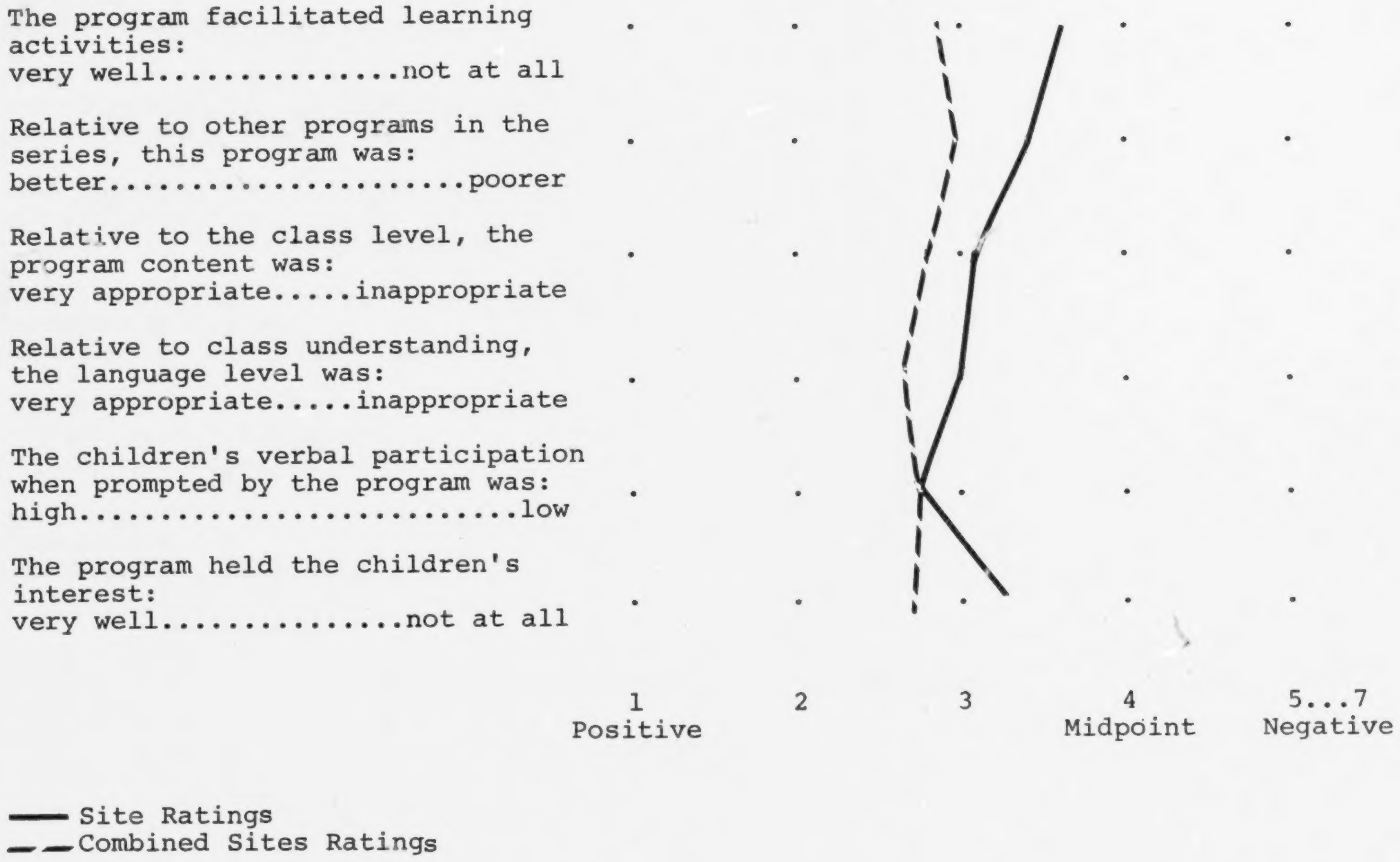
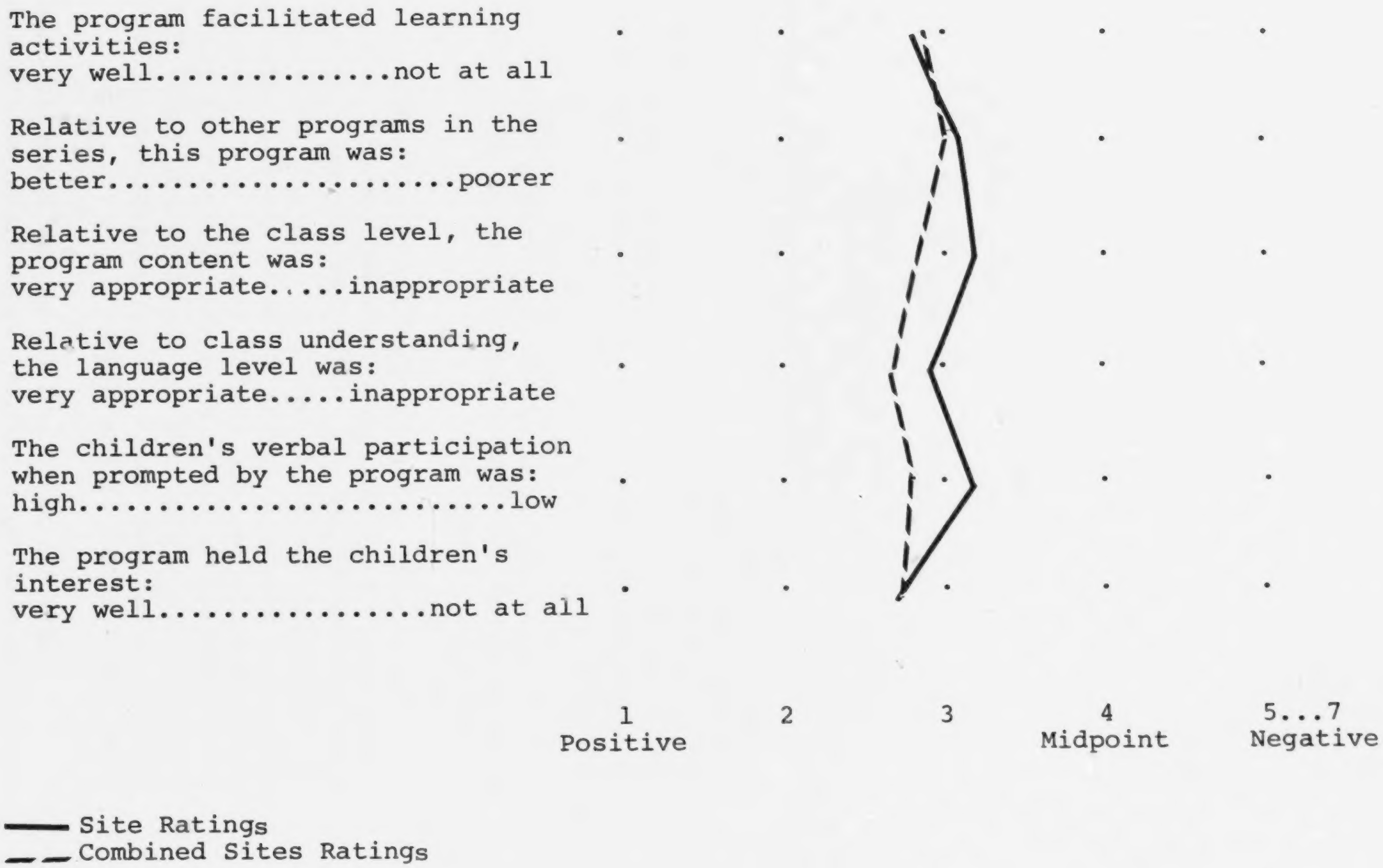


FIGURE 67

TUCSON RATINGS OF CARRASCOLENDAS
(Average of 30 Programs)



Albuquerque, Los Angeles, and San Antonio tended to rate the programs within the same range as the combined average results indicate (between 2.0 and 3.0) although children's verbal participation in Albuquerque was a little lower than the norm (3.2). Tucson ratings were between 2.5 and 3.5. Lansing and Tracy ratings were a little more negative than the overall ratings in that ratings generally fell between 3.0 and 4.0. Edinburg ratings are particularly noticeable in that all responses were very positive (between 1.0 and 2.0).

The lowest rating for any scale (facilitation of learning activities, 3.6) was from Tracy, while the highest rating (children's verbal participation, 2.2), excluding Edinburg ratings, was from Los Angeles.

Comments

Each page of the Teacher Diary had available space for teachers to comment on specific features of that particular program and children's reactions. Responses generally listed the title of the segment as stated in the Teacher Guide, the content area, or the objective being presented. Teachers' representative remarks are listed according to program in Appendix D.

Biweekly reports were available to curriculum and production staffs and included all teachers' comments relative to the grade levels.

General comments continuously indicated that songs, animation, and films were the most popular means of instruction for the children. Films were enjoyed although the degree of attention varied relative to the particular film. The animation segments appeared to elicit most of the audience participation for the entire series, and there was also much participation in songs once the lyrics were learned. The puppets were attractive to children but their dialogues were often muffled and could not be understood, thereby detracting from the content of the segment.

Agapito continued to be the favorite character; however, the amusing segments, regardless of characters, generally had high appeal for the children.

General Remarks

The General Remarks page elicited few comments, and those which were received came from first and second grade teachers. Collated remarks are as follows:

1. First grade

   -wonderful educational and rewarding program;
   -children learn by participation;
   -children are more open with teacher and peers;
   -children are encouraged to have more pride in their native tongue and culture.

2. Second grade

   -activities on show well planned, and therefore interesting and easy to understand;
   -impressive show;
   -children enjoy the characters, especially Agapito;
   -children's interest would be higher if Tacho and Nacho spoke more clearly;
   -interested in seeing the series again.

Summary

Responses to the Teacher Diary indicate very favorable reactions to CARRASCOLENDAS by teachers of kindergarten, first, and second grades. Program 8 received high ratings from the combined sites as did Programs 12 and 17. When considered according to grade levels, the lowest (positive) average ratings elicited were from kindergarten teachers, followed by first and second grade teachers respectively. Site responses indicated most positive ratings of the series from Edinburg, with Lansing and Tracy rating the series lowest. However, all ratings generally appeared toward the positive end of the scales (lower than 4). In all, responses were generally very positive, with teachers indicating that songs, animation, and films were segments which were most appealing to children.

Department of Mental Health and Mental Retardation, Travis State School, Austin, Texas

Interesting results to CARRASCOLENDAS viewing were supplied by a teacher at the Travis State School, in Austin, Texas, a school for mentally retarded children and adults. The teacher who completed a Teacher Diary speaks Spanish moderately. Her class consisted of nine Mexican-American boys who are considered trainable mental retardates between the ages of 14 and 20. The pupils spoke both Spanish and English limitedly although their knowledge of Spanish was greater. The objectives of the class were to enhance the ability of speaking Spanish, and to teach English to the maximum of the pupil's potential.

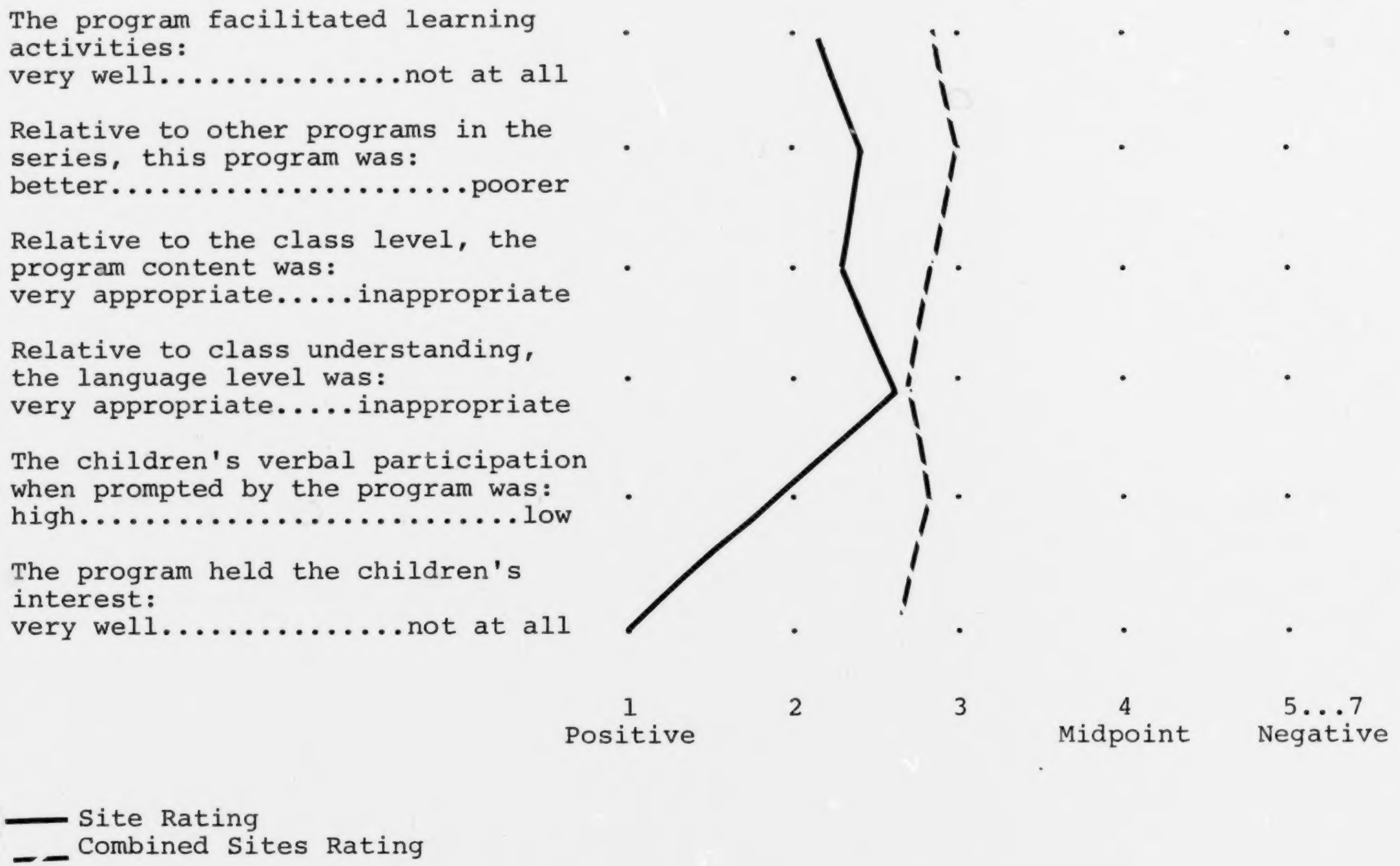
The teacher noted that although most of the content presented in CARRASCOLENDAS was much too difficult for the pupils' comprehension, the series always held their attention. They loved Agapito and always enjoyed the songs. The films also appeared to fascinate the pupils. Although the subject content was usually too advanced, the teacher found that it was a good means for reinforcing regular classroom activities. The Teacher Guide, and particularly the visual aids, proved to be very useful also. The teacher stated that

> CARRASCOLENDAS has served immensely in supplementing daily classroom activities, [and] can be easily modified for their [students] benefit. It has greatly facilitated learning by providing an interesting, and often amusing, means by which to reach the retarded child.

Teacher average ratings for the six scales were compared to the overall ratings of kindergarten, first, and second grade teachers and may be seen in Figure 68. Ratings were higher than the overall average ratings of other teachers, particularly the children's interest level in viewing CARRASCOLENDAS.

FIGURE 68

TRAVIS STATE SCHOOL RATINGS OF CARRASCOLENDAS
(Average of 30 Programs)



SECTION VI

PARENTS' ATTITUDES

One of the important aspects of bilingual education deals with parental regard of bilingual programs. Opinions of parents regarding the subject content and language usage in CARRASCOLENDAS are significant in that their support of bilingual programs affect children's viewing and their reactions.

In the second year evaluation, parents provided valuable insight by expressing the importance they assigned to having their children exposed to more Spanish, and Mexican-American customs. To further gauge parental opinions on a national scope, the third year evaluation again focused on attitudes of parents toward general bilingual instruction in the classrooms, as well as toward CARRASCOLENDAS. A survey of parents whose children attended test site schools was conducted in order to elicit their attitudes and note any uniformity among responses throughout the United States. The questionnaire is included in Appendix E.

Parent Attitude Survey

Procedures

Following a discussion with Field Concultants, it was decided that a random sample of parents' names would be obtained from each test site school roster. The population would not necessarily be limited to people with Spanish surnames.

Percentages of Mexican-American parents in the schools at each site were:

Albuquerque; Coronado 90%, Armijo 88%, East San José 94%

Edinburg; Lamar 90%, Central 100%

Lansing; Bingham 21%, Oak Park 39%

Los Angeles; City Terrace 93%

San Antonio; Collier 96%, Columbia Heights 99%

Tracy; North 26%, Central 21%

Tucson; Mission View 77%

Bilingual interviewers assessed parent attitudes by means of a telephone survey which was conducted in Spanish or English, depending on the language preference of the person being interviewed. These interviews were conducted during the months when CARRASCOLENDAS was being aired at each test site.[1]

The survey instrument was designed to incorporate responses of parents having children who viewed television. If a person contacted had no children, or no television, he/she was not interviewed.

The instrument provided possible response categories to every question in order to facilitate procedures for the interviewer. A response category marked "other" was provided with space for comments elicited from the parent when these comments were not included in the instrument. Comments were tallied and are mentioned when applicable. Also, the instrument was designed in such a way as to allow the person interviewed to respond in a positive, as well as a negative manner, to the same question (i.e., yes, bilingual programs are good for teaching Spanish, but they take up too much school time).

---

[1] Pueblo was an exception. Interviews were conducted after the 30 program series had aired. These results are mentioned separately, at the conclusion of this section.

The attitudes of parents were assessed in two ways:

(1) opinions regarding bilingual television programs and the use of one or more languages; and,

(2) opinions regarding CARRASCOLENDAS and its features if the parent had viewed one or more programs.

See Appendix E for a sample instrument. Implementation is outlined in Table 17.

Results

Each site was to have interviews from 100 parents. However, the number of surveys that were completed and scored correctly varied from site to site. The results include 688 responses, not including Pueblo responses (see note 1).

Responses to the survey are listed by test site, as well as the combined responses. Results are as follows:

Bilingual Television Programs and Language Use

The first portion of the survey instrument dealt with general attitudes regarding bilingual television programs and the use of two languages--Spanish and English. All 688 respondents completed this portion of the survey.

TABLE 17

PARENT ATTITUDE SURVEY TIME LINE

Tasks	Dates
Site Coordination—Field Consultants	
Obtain sample	October 6
Train field staff	October 27
Coordinate data collection	November 6-27
Submit data to central staff	December 8
Preparation of Materials—Central Staff	
Revise instrument	September 22
Data analysis design	September 29
Preparation of auxiliary materials	September 29
Finalize instruments	October 6
Duplication of materials	October 6
Forward materials to Field Consultants	October 13
Data Handling—Central Staff	
Receipt	December 8
Coding	December 4-15
Analysis	January 5
Interpretation	January 12

¿Tiene hijos que ven el programa CARRASCOLENDAS en la escuela o en la casa? El programa comenzó en octubre y se ve en la estación ____ (nombre de la estación) a las ____ (hora).

(Do your children ever watch, at home or at school, the children's program CARRASCOLENDAS, which began here on _____ (name of station) in October? It comes on at _____ (time).)

Percentage of Responses

SITE

Response Categories	ALBU[a] N=98	EDIN N=100	LANS N=100	L.A. N=96	S.A. N=100	TRA N=98	TUC N=96	TOTAL N=688
No	2%	67%	57%	4%	51%	31%	47%	37%
Yes, at home	8	30	14	47	13	28	14	22
Yes, at school	78	1	25	28	20	19	19	27
Yes, both at home and at school	10	2	4	19	16	10	11	10
Don't know	2	0	0	2	0	12	9	4

Albuquerque and Los Angeles site responses indicate that the largest percentage of children watched the program at school and at home, respectively. More than half of the children of parents interviewed in Tracy viewed the series at home, at school, or at both places. Percentages of the combined sites indicate these same results--more than half of the children were viewing the series.

---

[a] ALBU (Albuquerque), EDIN (Edinburg), LANS (Lansing), L.A. (Los Angeles), S.A. (San Antonio), TRA (Tracy), and TUC (Tucson).

¿Cree que es importante tener un programa bilingüe de televisión para niños de escuelas elementales? ¿Por qué?

(Do you think it is important to have a bilingual television program for primary school children? Why?)

	Percentage of Responses							
	SITE							
Response Categories	ALBU N=98	EDIN N=100	LANS N=100	L.A. N=96	S.A. N=100	TRA N=98	TUC N=96	TOTAL N=688
Presents example of using Spanish language	28%	1%	10%	11%	9%	2%	2%	9%
Presents example of using Spanish and English both	3	28	33	47	27	53	44	33
Teaches Spanish	45	3	30	9	15	6	1	16
Teaches English	0	4	1	3	6	3	4	3
Other teaching areas presented in Spanish	0	0	3	0	7	2	2	2
Presents example of cultural items	1	0	2	1	2	0	19	3
Other	14	52	19	25	30	30	27	28
Don't know	0	5	2	2	1	1	0	2
Negative response	9	7	0	2	3	3	1	4

Parents at the majority of sites consistently responded that a bilingual television program for primary school children was important because it presented an example of using both Spanish and English as well as helping the child to learn both languages (65 respondents stated the latter under the category marked "other"). The one exception to the general response of the importance of both languages is noted in the responses from Albuquerque. It appears that parents are particularly interested in a bilingual television program because it teaches Spanish as well as presenting an example of the use of Spanish.

The most often cited comments scored "other" (10 or more responses) were:

1. All children should know more than one language.

2. Bilingual education is very important.

3. Children should learn and improve their Spanish.

There were very few negative responses to the importance of a bilingual television series (4%).

¿Qué idioma quiere que sus hijos hablen?

(What language do you want your children to speak?)

Percentage of Responses

SITE

Response Categories	ALBU N=98	EDIN N=100	LANS N=100	L.A. N=96	S.A. N=100	TRA N=98	TUC N=96	TOTAL N=100
Spanish and English both	89%	93%	93%	97%	93%	89%	88%	92%
Spanish only	1	1	2	0	0	0	1	< 1
English only	0	6	4	2	6	0	5	3
Don't care	4	0	0	0	0	0	1	< 1
Other	5	0	1	1	1	11	5	3
Don't know	1	0	0	0	0	0	0	< 1

At all sites, parents wanted their children to speak both Spanish and English (88 - 97%). A few of the parents preferred that their children speak English only (3%). The most often stated comment (9) in the "other" category expressed the desire of having the children speak both languages, but that English would be the more important language for children to know.

¿Cree que es importante enseñar algo acerca de la cultura méxico-americana? ¿Por qué?

(Do you think it is important to teach Mexican-American culture? Why?)

Percentage of Responses

SITE

Response Categories	ALBU N=98	EDIN N=100	LANS N=100	L.A. N=96	S.A. N=100	TRA N=98	TUC N=96	TOTAL N=688
Teaches him to be proud of his culture	75%	16%	41%	42%	58%	38%	22%	42%
He learns that there are others like him	0	3	9	5	19	3	1	6
Teaches others about Mexican-American culture	2	13	12	8	15	21	47	17
Other	11	35	32	41	1	27	29	25
Don't know	2	14	4	1	1	2	0	3
Negative response	10	19	2	3	6	9	1	7

As to the importance of teaching Mexican-American cultural material, the majority of the respondents were positive. Parents felt that this exposure would teach the child to be proud of his heritage. (In the category, "other," 88 respondents state that children needed to know about their culture and history.)

Negative responses, though few (7%), stated that it was not important for the child to learn about his culture.

("Other" responses (7) indicated that parents did not want cultural material taught.)

¿Ha visto usted CARRASCOLENDAS alguna vez? ¿Cuántas veces?

(Have you ever watched CARRASCOLENDAS? How often?)

Percentage of Responses

SITE

Response Categories	ALBU N=98	EDIN N=100	LANS N=100	L.A. N=96	S.A. N=100	TRA N=98	TUC N=96	TOTAL N=688
No	20%	71%	83%	67%	71%	73%	77%	66%
Don't know	1	1	0	0	1	1	0	< 1
Yes, one time	13	2	6	9	0	8	2	6
Two or three times	43	5	3	13	21	9	6	14
Many times	15	19	4	7	7	5	11	10
Almost always	1	0	2	2	0	0	3	1
Always	0	0	0	1	0	0	0	< 1
Heard it from another room	0	2	0	1	0	3	0	< 1
Other	7	0	2	0	0	1	1	2

The largest percentage (66%) of respondents had never viewed CARRASCOLENDAS. The one exception is noted in Albuquerque where only 20% had never viewed the series and 72% had viewed one or more times.[3] In the "other" category, occasionally the interview was initiated with the father, but was completed by the mother because she had viewed some of the programs. Others requested more information as to air time and expressed a desire to view the series.

---

[3] Rather than a random sample of parent names from the school roster, the consultant chose to have interviews generally conducted with parents whose children were involved in the CARRASCOLENDAS evaluation.

CARRASCOLENDAS and Its Features

Of the 688 parents interviewed, only 235 (a little over a third) had information on CARRASCOLENDAS or had viewed one or more programs. These 235 respondents completed the remainder of the questionnaires. Percentages on responses are figured according to the revised number of respondents (N=235).

¿Cómo supo del programa CARRASCOLENDAS?

(How did you hear about CARRASCOLENDAS?)

Percentage of Responses

	SITE							
Response Categories	ALBU N=79	EDIN N=29	LANS N=17	L.A. N=32	S.A. N=29	TRA N=27	TUC N=22	TOTAL N=235
School	52%	7%	12%	60%	24%	0%	23%	32%
Child	39	0	6	6	31	30	27	24
Friend	0	7	17	25	0	0	0	5
Newspaper or magazine	1	3	6	3	14	4	0	4
Television	8	83	59	6	24	55	36	31
Other	0	0	0	0	7	7	14	3
No Response	0	0	0	0	0	4	0	< 1

Generally, the parent heard about CARRASCOLENDAS from information obtained through the school which his child(ren) attended. However, at four sites (Lansing, Edinburg, Tracy, and Tucson), the parents first heard of the program by tuning it in on their television set or hearing it advertised on their local educational channel. Only in San Antonio was the child the major source of information about the series, although substantial input from the child was also obvious at Albuquerque, Tracy, and Tucson.

¿Cuál es su opinión de CARRASCOLENDAS?

(What is your opinion of CARRASCOLENDAS?)

Percentage of Responses

SITE

Response Categories	ALBU N=79	EDIN N=29	LANS N=17	L.A. N=32	S.A. N=29	TRA N=27	TUC N=22	TOTAL N=235
It is a good program	92%	48%	41%	6%	21%	74%	41%	56%
It is entertaining	3	10	12	16	10	0	9	7
It uses Spanish	4	4	12	0	3	0	0	3
It uses Spanish and English both	0	14	0	0	35	10	5	8
General instructional value	0	10	12	53	21	4	0	12
Music is good	0	0	0	6	0	4	0	1
Presents Mexican-American culture	1	0	0	0	7	0	18	3
Other	0	14	23	16	3	4	18	8
Negative response	0	0	0	3	0	4	9	2

Parents' opinions regarding CARRASCOLENDAS were very favorable. The most often cited response indicated that parents considered CARRASCOLENDAS a good program. In Los Angeles, the parents were particularly impressed with the general instructional value of the series. San Antonio rated highest the use of both Spanish and English in the programs; instructional value and consideration of a generally good program were listed next.

The few negative remarks (2%) stated that cultural presentations were poor, that parents did not like to have their children exposed to Spanish, that the program was more entertaining than instructional, and there was one general negative comment stating that the program was not a good one.

¿Cuál es su opinión de las costumbres mexicanas que se presentan en los programas?

(What do you think of the Mexican customs presented in the series?)

Percentage of Responses

	SITE							
Response Categories	ALBU N=79	EDIN N=29	LANS N=17	L.A. N=32	S.A. N=29	TRA N=27	TUC N=22	TOTAL N=235
Good presentations	32%	62%	53%	9%	38%	81%	45%	42%
They are familiar to child	33	3	0	0	27	0	4	15
Good for child to see them on television	33	21	29	31	14	11	23	25
Teaches others about Mexican-American culture	0	3	6	19	14	0	14	6
Other	2	11	6	22	7	4	0	7
Negative response	0	0	6	19	0	4	14	5

Favorable comments regarding the Mexican customs presented in the series were most often cited as responses. Generally, parents felt that the presentations were good. Parents in Albuquerque and Los Angeles felt that it was good for the child to be exposed to these customs on television.

The unfavorable responses (5%) were generally limited to two areas which were contradictory: not enough treatment of Mexican customs, and the parents' wish of wanting their children to get away from Mexican-American customs (Tucson and Los Angeles).

¿Le gusta el español que se usa en los programas?

(Do you like the Spanish used in the program?)

Percentage of Responses

SITE

Response Categories	ALBU N=79	EDIN N=29	LANS N=17	L.A. N=32	S.A. N=29	TRA N=27	TUC N=22	TOTAL N=235
No	1%	7%	0%	0%	0%	0%	9%	2%
Yes	95	90	94	78	100	92	5	89
Don't know; not sure	4	3	6	22	0	4	68	8
No Response	0	0	0	0	0	4	18	< 1

The parents approved of the Spanish used in CARRASCOLENDAS except in Tucson where parents were unsure (68%) and listed the majority of negative responses (9%).

¿Les ha ayudado el programa CARRASCOLENDAS a sus hijos a aprender mejor el español o el inglés?

(Has watching CARRASCOLENDAS had any effect on your children learning Spanish or English?)

Percentage of Responses

SITE

Response Categories	ALBU N=79	EDIN N=29	LANS N=17	L.A. N=32	S.A. N=29	TRA N=27	TUC N=22	TOTAL N=235
No, neither	0%	3%	0%	0%	0%	0%	0%	< 1%
Don't watch often enough	1	0	6	6	14	4	5	4
Yes, Spanish	60	7	29	35	48	19	9	36
Yes, English	0	0	6	3	7	7	9	3
Yes, both	16	86	47	31	31	48	59	39
Other	3	0	6	3	0	0	0	2
Don't know	19	4	6	22	0	14	9	13
No Response	1	0	0	0	0	8	9	2

Response as to the effect of viewing CARRASCOLENDAS on children's learning of Spanish and English was positive, with the emphasis on Spanish listed as secondary. At three sites (Albuquerque, 60%; Los Angeles, 35%; and San Antonio, 48%) the majority of respondents replied that viewing the series had helped their children learn Spanish.

¿Qué cambios le gustaría que se hicieran en el programa?

(What changes would you like to see in the series?)

Percentage of Responses

SITE

Response Categories	ALBU N=79	EDIN N=29	LANS N=17	L.A. N=32	S.A. N=29	TRA N=27	TUC N=22	TOTAL N=235
Speak in Spanish more	89%	0%	6%	0%	7%	0%	9%	32%
Speak in English more	0	0	0	0	0	0	0	0
More Mexican-American talent	2	0	0	0	4	0	0	1
More of:	4	14	29	16	7	7	0	9
Less of:	0	0	0	6	3	0	0	1
Wouldn't change it	3	72	18	41	48	70	27	33
Don't know	1	14	47	37	31	19	55	22
No Response	1	0	0	0	0	4	9	2

Generally, parents stated that they had no desire to change the series, although the next most often cited response suggested more use of Spanish in the programs. Parents in Albuquerque cited more Spanish usage as the major change they wished to see in the series.

In the categories listed as "more of" and "less of" few responses were made, and those mentioned were single items not repeated by other respondents. Examples of responses were:

More of: --elaborate attention-getting props
--stories on Indians and Mexicans
--each program (1 hour program)

Less of: --riddles
--songs
--repetition

¿Qué otros resultados cree que CARRASCOLENDAS ha conseguido?

(What other effects do you think CARRASCOLENDAS has had?)

Percentage of Responses

SITE

Response Categories	ALBU N=79	EDIN N=29	LANS N=17	L.A. N=32	S.A. N=29	TRA N=27	TUC N=22	TOTAL N=235
Pride in culture for Mexican-Americans	69%	10%	24%	16%	7%	7%	0%	30%
Teaches others about Mexican-Americans	11	10	0	6	0	4	32	9
Pride in speaking Spanish	9	0	12	9	7	11	4	8
Language improvement in Spanish	5	14	23	19	66	11	4	17
Language improvement in English	0	0	0	3	3	11	5	3
Other	1	42	23	6	3	14	9	11
No effects	0	0	0	0	14	0	5	2
Don't know	1	24	18	41	0	34	27	17
No Response	4	0	0	0	0	8	14	3

When questioned about other effects CARRASCOLENDAS might have had, parents most often expressed that the series encouraged pride in the Mexican-American culture. Language improvement in Spanish was the second most often cited response.

Responses by site varied, with language improvement in Spanish seem most often in San Antonio (66%). Tucson respondents were particularly interested in teaching others about Mexican-Americans (32%). Edinburg responses (42%) were listed under "other," and effects noted were: children learning to write in Spanish and singing songs, and television serving as a good educational tool.

¿Tiene algunos otros comentarios o sugerencias?

(Do you have any other comments?)

Number of Responses

SITE

Response Categories	ALBU N=79	EDIN N=29	LANS N=17	L.A. N=32	S.A. N=29	TRA N=27	TUC N=22	TOTAL N=235
Yes	24	8	0	11	18	12	5	78
No Response	55	21	17	21	11	15	17	157

Approximately one-third of the respondents made additional comments, with the majority of these comments initiating from Albuquerque. Comments were tallied and those cited most often were that the programs were worthwhile, well presented, enjoyable, instilled pride in the Mexican-American culture, and helped improve speaking in Spanish. A random sampling of comments only mentioned once or twice are:

--improved communication between teacher and children
--need for increased program promotion
--variety of broadcast time at sites for viewing by parents and children.

Sex of respondent:

Number of Respondents

Respondents	ALBU N=98	EDIN N=100	LANS N=100	L.A. N=96	S.A. N=100	TRA N=98	TUC N=96	TOTAL N=688
	SITE							
Male	28	12	16	10	24	10	8	108
Female	69	43	82	84	76	86	91	527
No Response	1	45	2	2	0	2	1	53

The majority of respondents were female. Albuquerque responses occasionally were initiated with the father, but completed by the mother when she had viewed one or more programs. When this occurred, the respondent was scored as "female." One of the interviewers in Edinburg omitted marking the respondents' sex, and this accounted for 45% no response at that site.

Special circumstances which might have occurred during the interview were listed by the interviewer. There were 54 comments listed by the interviewers in this section.

Often, the parent was not at home and the interview was conducted with another relative (not a child) living in the home. In Albuquerque, particularly, the interview was initially conducted with the father but completed by the mother when specific questions regarding CARRASCOLENDAS were involved.

A few respondents were interested in having their children speak other languages--Portuguese, Indian dialect, Italian. Others interviewed did not approve of bilingual education--felt it was confusing to children and/or that English should be stressed.

Pueblo Results

The Pueblo study was conducted on a much smaller scale. Eight Mexican-American parents and eight Anglo parents were interviewed. Results indicated that Pueblo responses were similar to those of the national survey. However, of particular interest is the fact that the only negative comments elicited in response to any of the questions came from Anglo parents. Therefore, it might be safe to assume that the few negative remarks seen on the national results could have stemmed from Anglos interviewed due to the random selection of names from the school rosters.

Summary

In summary, the Parent Attitude Survey indicated that over half of the parents knew their children viewed CARRASCOLENDAS at school, at home, or at both places.

Responses to the importance of a bilingual television series for primary school children were favorable, and at all sites the majority of respondents preferred that their children speak both Spanish and English. The teaching of Mexican-American customs was deemed important and very few negative responses were elicited.

Almost two-thirds of the respondents had never viewed the series and did not respond to the questions dealing with particular aspects of CARRASCOLENDAS. Of the remaining third, parents generally learned about the program through information provided by the school, on television, and by their children.

In those categories where positive and negative comments were both elicited, responses were generally positive toward the series. Responses to likes and dislikes of the series were generally favorable. The majority of respondents felt that CARRASCOLENDAS was a good program and thought that the Mexican customs presented in the series were well done. Ninety percent of the parents liked the Spanish used in the programs, and many felt that the children had profited by learning both Spanish and English, and particularly Spanish.

Few changes were suggested although more exposure to Spanish was cited often (32%).

Parents generally felt that the series had helped their children develop pride in their Mexican-American culture, mentioning improvement in Spanish as a secondary effect of viewing.

SECTION VII

CHILDREN'S ATTITUDES

Although in the evaluation of bilingual materials, children have been the subjects of field experiments which measure their learning gains, their opinions regarding what they like to do and what they want to learn have been omitted. In the present research, researchers elicited attitudes from Mexican-American children in kindergarten, first, and second grades at all sites who were involved in the field experiment. Their attitudes were measured by means of an interview conducted after the English post-test in an attempt to pinpoint the language in which they preferred to speak, the television programs they liked to view, and specifically, segments or portions of CARRASCOLENDAS which were appealing to them.

Procedures

The Child Attitude Survey consisted of 17 multiple-choice or yes-no questions presented as soon as the English post-test was concluded (Appendix E). The interview situation had already been established during the post-test, and facilitated obtaining responses from each child. The interview instrument was designed to elicit children's attitudes regarding television viewing, language usage, and opinions of CARRASCOLENDAS if they were viewers of the series. Occasionally, responses from children who were considered non-viewers included opinions on CARRASCOLENDAS if they viewed the series on weekends or after school hours.

Results

Forty-eight children were to be interviewed at each site, 12 viewer and 4 nonviewer children in kindergarten, first, and second grades. Pueblo included an additional grade level--third grade. A total of 544 interviews was completed with children.

Television Viewing

General information regarding television viewing at home and school was requested from each child. Responses are generally recorded by test site, as well as the combined total. Results of the survey are as follows:

The interview was initially begun by asking the child if he/she watched television at home, and the vast majority of respondents (98%) indicated that they did watch television at home.

What programs do you like to watch on TV?

Response Categories	Percentage of Responses[1] N=1005
CARRASCOLENDAS	11%
Sesame Street	17
The Electric Company	7
Misterogers Neighborhood	4
Local program	6
Cartoons	35
Other	19
No Response	1

The largest number of responses indicated that children like to watch cartoons, with 17% of the respondents mentioning Sesame Street and 11% mentioning CARRASCOLENDAS as programs they liked to watch. The 19% response under the "other" category was generally a specific title of television programs (situation dramas and comedies) which the children liked to watch.

---

[1] Since children often mentioned more than one program, the total number of responses is larger than the number of children who responded, and percentage is calculated in relation to the frequency of mention.

Do you like to watch TV at school; if yes, why?

Response Categories	Percentage of Responses N=544
I learn something (educational)	12%
It's fun (entertainment)	32
I can see programs at school I can't see at home	2
It's fun to watch TV with all the other children	4
Don't know	18
Other	16
Negative response	16

Generally, children like watching television at school and think it is fun (32%). Under the "other" category, 16% of the respondents indicated that they liked to watch television at school because they were able to see CARRASCOLENDAS (17) and because they liked to see Spanish programs (7).

General reasons listed under the negative category were:

1. No television sets available in the room (4%)
2. Child gave no reason (12%)

Language Usage

Evaluators felt that responses as to the use of Spanish and English on television, and with peers, family, and teachers, would be indicative of the general reaction to CARRASCOLENDAS. Responses are tabulated before and summarily discussed.

What languages do you think TV shows should be in?

Site	Percentage of Responses Response Categories Spanish	English	Both	No Response
Albuquerque				
Monolingual (N=48)	10%	61%	29%	0%
Bilingual (N=48)	23	52	25	0
Edinburg(N=47)	24	23	51	2
Lansing (N=38)	21	26	45	8
Los Angeles (N=55)	7	15	71	7
Pueblo				
Mexican-American (N=64)	8	34	55	3
Anglo (N=63)	10	62	22	6
San Antonio				
Monolingual (N=38)	8	47	40	5
Bilingual (N=49)	20	35	41	4
Tracy (N=47)	15	32	47	6
Tucson (N=47)	19	38	36	7
TOTAL (N=544)	15	39	42	4

Do you speak Spanish or English to your friends?

Site	Percentage of Responses Response Categories Spanish	English	Both	No Response
Albuquerque				
Monolingual (N=48)	2%	90%	8%	0%
Bilingual (N=48)	12	67	21	0
Edinburg (N=47)	28	42	30	0
Lansing (N=38)	16	68	8	8
Los Angeles (N=55)	13	45	40	2
Pueblo				
Mexican-American (N=64)	2	91	6	1
Anglo (N=640	2	92	3	3
San Antonio				
Monolingual (N=38)	13	74	13	0
Bilingual (N=49)	31	28	39	2
Tracy (N=47)	6	77	17	0
Tucson (N=47)	25	47	28	0
TOTAL (N=544)	13	67	19	1

Do you speak Spanish or English to your parents?

Percentage of Responses

Response Categories

Site	Spanish	English	Both	No Response
Albuquerque				
Monolingual (N=48)	10%	71%	19%	0%
Bilingual (N=48)	25	54	21	0
Edinburg (N=47)	49	32	19	0
Lansing (N=38)	45	37	13	5
Los Angeles (N=55)	42	25	31	2
Pueblo				
Mexican-American (N=64)	1	77	20	2
Anglo (N=63)	5	87	5	3
San Antonio				
Monolingual (N=38)	18	53	29	0
Bilingual (N=49)	41	18	39	2
Tracy (N=47)	26	49	25	0
Tucson (N=47)	39	40	21	0
TOTAL (N=544)	26	51	22	1

Do you speak Spanish or English to your brothers and sisters?

Percentage of Responses

Response Categories

Site	Spanish	English	Both	No Brothers or Sisters	No Response
Albuquerque					
Monolingual (N=48)	2%	86%	8%	4%	0%
Bilingual (N=48)	12	71	13	4	0
Edinburg (N=47)	41	32	23	4	0
Lansing (N=38)	29	50	8	8	5
Los Angeles (N=55)	24	46	24	3	3
Pueblo					
Mexican-American (N=64)	3	84	11	0	2
Anglo (N=63)	5	89	2	1	3
San Antonio					
Monolingual (N=38)	8	66	21	5	0
Bilingual (N=49)	31	28	31	8	2
Tracy (N=47)	13	70	13	4	0
Tucson (N=47)	32	43	17	8	0
TOTAL (N=544)	17	62	15	5	1

Do you speak Spanish or English to your teachers?

Site	Spanish	English	Both	No Response
	Percentage of Responses			
	Response Categories			
Albuquerque				
Monolingual (N=48)	0%	96%	2%	2%
Bilingual (N=48)	8	54	38	0
Edinburg (N=47)	13	74	13	0
Lansing (N=38)	0	87	8	5
Los Angeles (N=55)	0	42	56	2
Pueblo				
Mexican-American (N=64)	0	95	3	2
Anglo (N=63)	2	92	1	5
San Antonio				
Monolingual (N=38)	0	89	11	0
Bilingual (N=49)	6	53	39	2
Tracy (N=47)	6	85	9	0
Tucson (N=47)	13	38	49	0
TOTAL (N=544)	4	73	21	2

When asked in which languages television shows should be broadcast, 42% of the respondents indicated Spanish and English. Albuquerque, San Antonio, Tucson, and Pueblo children preferred English shows, and to a much greater extent in Albuquerque and Pueblo (Anglos).

The majority (67%) of children at all sites spoke English to their friends. Children in a bilingual curriculum in San Antonio were the only respondents with a larger percentage indicating that they spoke Spanish and English, or Spanish, to their friends.

The largest combined response showed that 51% of the children spoke English to their parents. However, site responses indicated that large percentages of children spoke Spanish, or Spanish and English, to their parents (Edinburg, Lansing, Los Angeles, San Antonio (bilingual), and Tucson).

Similar responses were noted when the respondent was speaking to brothers and sisters although more English was generally used (62%). Spanish, or Spanish and English, were still used to a great extent in Edinburg and San Antonio (bilingual).

English was used predominantly when speaking to teachers. However, greater use of Spanish and English was evident in Los Angeles, and Tucson, and to a lesser degree in the bilingual classrooms in San Antonio and Albuquerque.

CARRASCOLENDAS Viewing

The questionnaire was also designed to elicit specific attitudes regarding the series. Only viewers of the series and those nonviewers who had been exposed to it at home or elsewhere completed this part of the survey. (Nonviewer subjects who had never seen a CARRASCOLENDAS program and some viewer subjects, did not complete the questionnaire.) Percentage figures regarding CARRASCOLENDAS and its features were computed with the revised number of 420 respondents.

Have you heard of a TV show called CARRASCOLENDAS?

Percentage of Responses

	Response Categories		
Site	Yes	No	No Response
Albuquerque			
Monolingual (N=48)	77%	23%	0%
Bilingual (N=48)	75	25	0
Edinburg (N=47)	81	19	0
Lansing (N=38)	71	26	3
Los Angeles (N=55)	80	18	2
Pueblo			
Mexican-American (N=64)	64	36	0
Anglo (N=63)	70	28	2
San Antonio			
Monolingual (N=38)	97	3	0
Bilingual (N=49)	90	4	6
Tracy (N=47)	79	21	0
Tucson (N=47)	74	26	0
TOTAL (N=544)	77	22	1

At all sites, the largest percentage of children viewed the series. San Antonio is particularly noticeable since 90% or more of the children interviewed had heard of CARRASCOLENDAS.

Where do you watch CARRASCOLENDAS?

Response Categories	Percentage of Responses (N=544)
Don't watch	3%
Home	3
School	58
Both	13
No Response	23

Respondents tended to view the series in school although a portion (13%) mentioned viewing CARRASCOLENDAS at home as well as at school.

Do you like CARRASCOLENDAS; if so, why?

Response Categories	Percentage of Responses (N=420)
I like songs	14%
I like characters	8
I like films	4
I like puppets	10
I like both Spanish and English in a program	5
Fun to watch (entertaining)	28
Other	19
Negative response	3
No Response	9

Children were very positive in their responses when asked if they liked CARRASCOLENDAS. Respondents indicated that they thought the series was fun to watch (28%) and that they liked the songs (14%). In the "other" category, children tended to mention that they liked Agapito (21%), the Spanish taught (7%), and learning from it (5%). A few of the negative responses (3%) indicated that the program was too long.

Do you understand when they speak Spanish on CARRASCOLENDAS?

Percentage of Responses

Response Categories

Site	Yes	No	Some-times	Don't Know	No Response
Albuquerque					
Monolingual (N=36)	30%	19%	51%	0%	0%
Bilingual (N=37)	64	25	8	3	0
Edinburg (N=38)	90	5	0	0	5
Lansing (N=27)	67	22	4	0	7
Los Angeles (N=44)	77	9	9	0	5
Pueblo					
Mexican-American (N=41)	27	34	37	0	2
Anglo (N=44)	18	57	23	0	2
San Antonio					
Monolingual (N=37)	70	11	14	0	5
Bilingual (N=44)	71	2	9	0	18
Tracy (N=37)	67	30	3	0	0
Tucson (N=35)	86	14	0	0	0
TOTAL (N=420)	60	21	14	< 1	4

Children responded that they understood the Spanish on CARRASCOLENDAS (60%), and 14% indicated understanding sometimes. Only 21% of the respondents did not understand the Spanish, and Pueblo Anglos were the only group of children in which more than half (57%) did not understand.

Do you understand when they speak English on CARRASCOLENDAS?

	Percentage of Responses				
	Response Categories				
Site	Yes	No	Some-times	Don't Know	No Response
Albuquerque					
Monolingual (N=36)	100%	0%	0%	0%	0%
Bilingual (N=37)	86	14	0	0	0
Edinburg (N=38)	87	8	0	0	5
Lansing (N=27)	82	11	0	0	7
Los Angeles (N=44)	86	5	5	0	4
Pueblo					
Mexican-American (N=41)	71	8	17	2	2
Anglo (N=44)	89	7	2	0	2
San Antonio					
Monolingual (N=37)	92	3	0	0	5
Bilingual (N=44)	78	0	2	2	18
Tracy (N=37)	97	3	0	0	0
Tucson (N=35)	97	3	0	0	0
TOTAL (N=420)	87	5	3	< 1	4

English was understood to a greater extent than Spanish by 87% of the children responding. Very few of the respondents did not understand (5%) or understood sometimes (3%).

Do you say the words when they flash on TV?

	Percentage of Responses				
	Response Categories				
Site	Yes	No	Sometimes	Don't Know	No Response
Albuquerque					
Monolingual (N=36)	75%	3%	19%	0%	3%
Bilingual (N=37)	58	36	6	0	0
Edinburg (N=38)	82	10	3	0	5
Lansing (N=27)	48	45	0	0	7
Los Angeles (N=44)	75	13	5	2	5
Pueblo					
Mexican-American (N=41)	46	37	12	0	5
Anglo (N=44)	48	29	16	5	2
San Antonio					
Monolingual (N=37)	62	19	14	0	5
Bilingual (N=44)	59	12	9	2	18
Tracy (N=37)	76	21	3	0	0
Tucson (N=35)	91	6	3	0	0
TOTAL (N=420)	66	20	8	1	5

Two-thirds of the children stated that they repeated the words flashed on the television, and 8% indicated that they participated sometimes. One-fifth did not participate. Lansing was the only site where a very small difference was noted between children who repeated the words and those who did not participate.

Do you sing the songs with the TV?

	Percentage of Responses				
	Response Categories				
Site	Yes	No	Some-times	Don't Know	No Response
Albuquerque					
Monolingual (N=36)	78%	8%	14%	0%	0%
Bilingual (N=37)	64	28	8	0	0
Edinburg (N=38)	76	18	3	0	3
Lansing (N=27)	41	37	15	0	7
Los Angeles (N=44)	80	11	5	0	4
Pueblo					
Mexican-American (N=41)	46	27	25	0	2
Anglo (N=44)	55	27	11	2	5
San Antonio					
Monolingual (N=37)	68	8	19	0	5
Bilingual (N=44)	68	2	12	0	18
Tracy (N=37)	62	33	5	0	0
Tucson (N=35)	74	14	12	0	0
TOTAL (N=420)	65	19	11	< 1	4

Similar responses were indicated by children when asked if they sang songs with the television--65% gave affirmative responses and 11% participated sometimes. Only 10% stated that they did not sing the songs, and children in Lansing participated to a lesser degree than did children at other sites.

Do you like the songs?

Percentage of Responses

Site	Yes	No	Some	No Response
Albuquerque				
Monolingual (N=36)	92%	3%	5%	0%
Bilingual (N=37)	97	3	0	0
Edinburg(N=38)	97	0	0	3
Lansing (N=27)	85	7	0	8
Los Angeles (N=44)	95	0	0	5
Pueblo				
Mexican-American (N=41)	83	10	2	5
Anglo (N=44)	84	9	0	7
San Antonio				
Monolingual (N=37)	92	0	3	5
Bilingual (N=44)	75	0	7	18
Tracy (N=37)	92	5	3	0
Tucson (N=35)	91	6	3	0
TOTAL (N=420)	89	4	2	5

A very positive response (89%) was elicited from children when asked if they liked the songs, and only 4% indicated a negative reaction.

Sing a song you learned on CARRASCOLENDAS.

Percentage of Responses

Site	Response Categories Name	Don't Know	No Response
Albuquerque			
Monolingual (N=36)	8%	27%	65%
Bilingual (N=37)	39	47	14
Edinburg (N=38)	45	39	16
Lansing (N=27)	7	15	78
Los Angeles (N=44)	39	48	13
Pueblo			
Mexican-American (N=41)	24	17	59
Anglo (N=44)	27	45	27
San Antonio			
Monolingual (N=37)	57	24	19
Bilingual (N=44)	32	23	45
Tracy (N=37)	43	57	0
Tucson (N=35)	20	40	40
TOTAL (N=420)	32	35	33

When asked to sing a song from CARRASCOLENDAS, the majority of the children did not know one (35%) or did not respond (33%). However, 32% of the respondents did sing a few lines from one of the songs they had learned from viewing CARRASCOLENDAS. Edinburg and San Antonio (monolingual) were the two sites where a greatest percentage of the children knew a song.

Summary

Overall responses to the Child Attitude Survey were positive. A large majority of the children watched television at home and also enjoyed watching at school.

Respondents indicated that they liked bilingual television shows (Spanish and English). However, children generally spoke English to their peers, parents, brothers and sisters, and teachers, although Spanish, or Spanish and English, was used to a great extent at some sites when children spoke to their parents.

Over three-fourths of the children interviewed had heard of CARRASCOLENDAS and 64% viewed the series.

The children who were viewing CARRASCOLENDAS (420) generally liked the series very much. They understood the Spanish segments presented in the programs, and understood the English segments to an even greater extent.

Participation in repeating the words flashed on the television as well as in singing the songs was very good. Over two-thirds of the children who viewed tended to participate. A large percentage of the respondents (89%) indicated that they liked the songs and approximately one-third could sing one of the songs learned from CARRASCOLENDAS.

SECTION VIII

A PILOT APPLICATION OF ADDITIONAL SELF CONCEPT MEASURES

Problem

In the evaluation of CARRASCOLENDAS, the research strategy to measure *self concept* among the Mexican-American children had been to use criterion referenced instruments. The items included in these instruments are based upon the curriculum writers' definitions of program objectives intended to improve the viewer child's self concept. Examples of these program objectives are that the child will (1) know that he helps other people, (2) be able to identify the nuclear family, and (3) know that he speaks two languages. Criterion referenced test items are then developed from these detailed objectives.

Although the use of criterion referenced measures is justifiable in the context of measuring specified program objectives, the generalizability of the results of such measures to more conceptual definitions of self concept is a viable question. This report describes the development and pilot-testing of an instrument which was based on conceptual definitions of self concept and which was applied to children in the CARRASCOLENDAS project.

A Two Factor Definition

A review of the literature indicates that conceptual definitions of self concept usually take account of at least two factors: (1) the identification or perception of self attributes, and (2) the evaluation of self attributes.

Coller[1] presents a comprehensive state-of-the-art report on the definition and measurement of self concept in early childhood Some of the representative conceptual definitions cited are:[2]

> Coller: self concept is an organized collection of attitudes, beliefs, and feelings a person has about himself.
>
> Raimy: a more or less perceptual object resulting from present and past self-observation; self concept is a "map which each person consults in order to understand himself, especially during moments of crisis or choice."
>
> Perkins: perception, beliefs, feelings and values that one finds descriptive of himself.
>
> Strong and Feder: every evaluation statement a person makes about himself is a sample of his self concept.
>
> Rogers: self as an explanatory concept is the organized, consistent, conceptual gestalt composed of perceptions of the characteristics of "I" and "me" and perceptions of relationships of I and me to others and to various aspects of life.

---

[1] Coller, Alan R. The Assessment of "Self Concept" in Early Childhood Education. (Revised Edition). ERIC ED 057 910, July 1971.

[2] Raimy, V. C. Self-reference in Counseling Interviews. Journal of Consulting Psychology, 1948, 12, 155.

Perkins, H. V. Factors Influencing Change in Children's Self Concept. Child Development, 1958, 29, 221-230.

Strong, D., and Feder D. Measurement of the Self-Concept: A Critique of the Literature. Journal of Consulting Psychology, 1961, 8, 170-178.

Rogers, C. R. Client-Centered Therapy. Boston: Houghton Mifflin Co., 1951.

These conceptualizations reflect the perceptual and evaluative dimensions in self concept. Rogers' definition, furthermore, reflects the variation that may occur in the measurement of self concept due to situational effects. In other words, a child may generally have a high or good self concept, but in a particular social situation he might have a low self concept because of the social variables of that particular situation. Thus, he may respond to a measurement of self concept in terms of how he feels about one's self in general, or in particular social situations. This might easily be a confounding variable, if not controlled, in the measurement of self concept. In particular, when dealing with subjects from a bicultural environment, the variable of culture may be an especially salient component of the social situation. Cultural awareness, for example, may have a significant effect on both perception and evaluation of self-attributes.

Method

Overview

A test instrument was developed for pilot use with the post-test in the CARRASCOLENDAS third year evaluation. This test instrument was administered bilingually (in Spanish and English) to all children immediately following the Spanish post-test. Test items were presented in Spanish and English to encourage maximum response. The use of either language exclusively could very well have eliminated subjects fluent in only one language. The test instrument consisted of ten items which had been selected from 39 items developed in earlier formative testing. The formative testing involved the use of a separate sample of 92 subjects from Albuquerque, New Mexico, including Mexican-American (the target audience) and Anglo children in the first and second grades.

Instrument Development

The formative testing was concerned with the development of a pool of items which would reflect the elements of the conceptual definitions of self concept given above. These elements may be summarized as:

(1) perception of self attributes;

(2) evaluation of self attributes when one considers oneself in isolation;

(3) evaluation of self attributes when one considers oneself in various social situations, including (a) the home, (b) the classroom, (c) the peer group of friends; and,

(4) evaluation of self attributes that may be related to cultural differences.

A pool of items was initially constructed by the evaluation staff to measure these four elements. Some of the items were derived from existing tests of self concept, while others were originally constructed by the evaluation staff. After reviewing the initial pool of items, 39 items were selected which appeared to have high face validity for measurement of the perceptual and evaluative dimensions of self concept. A list of these items is provided in Table 18. Six of the 39 items were designed to elicit responses regarding perception of self attributes (items 1 - 6). The remaining 33 items were designed to elicit evaluative responses. A simple yes - no answer was requested on the first six items and a five-point pictorial attitude measure was used to elicit responses on the 33 evaluative items (Figure 69).[3] For example, the child was asked, "Can you do one thing nobody else can do?" The response to this item was yes or no, and it was assumed that a high percentage of yes responses would indicate that subjects in the sample population could conceive of themselves as individuals apart from various social units. An example of the evaluative items is, "When you look at yourself in the mirror, how do you feel?" This is one of the items constructed to measure the evaluation of self concept when the child considers himself in isolation apart from any social unit. An example of the questions designed to measure how the child

---

[3] The use of the pictorial attitude measure with children in the target population was validated in a previous study described in Section IX.

TABLE 18

SELF CONCEPT - TEST ITEMS

---

1. *If your mother is not at home at lunch time, can you make yourself a sandwich?*

   Si tu mamá no está en la casa a la hora de comer, ¿te puedes hacer tú solo un sandwich?

*2. *Do you have anything that is yours and no one else's?*

   ¿Tienes una cosa que es solo tuya y no es de nadie más?

3. *If you are talking to a puppy, do you talk in Spanish?*

   Si hablas con un perrito, ¿le hablas en español?

4. *Do you ever go by yourself to visit a friend at his house?*

   ¿Vas solo algunas veces a ver a un amigo a su casa?

5. *Can you do one thing that nobody else can do?*

   ¿Puedes hacer algo que nadie más puede hacer?

6. *If you are on a deserted island, can you find food?*

   Si estás solo en una isla donde no hay otra persons, ¿puedes encontrar algo para comer?

*7. *When you play like you're grown-up, how do you feel?*

   Cuando juegas como que eres una persona grande, ¿cómo te sientes?

8. *When you hear your teacher speak Spanish, how do you feel?*

   Cuando tu maestra habla español, ¿cómo te sientes?

9. *When you look at yourself in the mirror, how do you feel?*

   Cuando te miras en un espejo, ¿cómo te sientes?

10. *When you hear someone say your name wrong, how do you feel?*

   Cuando oyes a alguien que no dice tu nombre bien, ¿cómo te sientes?

TABLE 18 (Continued)

*11. *When you hear your parents speak English, how do you feel?*

Cuando oyes a tus papás hablar en inglés, ¿cómo te sientes?

*12. *When you play with a friend who only speaks Spanish, how do you feel?*

Cuando juegas con un amigo que solo habla español, ¿cómo te sientes?

13. *When you are alone in a room, how do you feel?*

Cuando estás solo en un cuarto, ¿cómo te sientes?

14. *When you are learning something new in school, how do you feel?*

Cuando estás aprendiendo una cosa nueva en la escuela, ¿cómo te sientes?

15. *When you watch television in school, how do you feel?*

Cuando ves televisión en la escuela, ¿cómo te sientes?

16. *When you ask a friend to help you, how do you feel?*

Cuando le pides a un amigo que te ayude, ¿cómo te sientes?

*17. *When you talk in English, how do you feel?*

Cuando hablas en inglés, ¿cómo te sientes?

*18. *When you hear your parents speak Spanish, how do you feel?*

Cuando oyes a tus papás hablar en español, ¿cómo te sientes?

19. *When you eat lunch with your friends, how do you feel?*

Cuando comes con tus amigos, ¿cómo te sientes?

20. *When you learn new words in English, how do you feel?*

Cuando aprendes palabras nuevas en inglés, ¿cómo te sientes?

21. *If someone gives you a record of Spanish songs, how do you feel?*

Si alguien te da un disco de canciones en español, ¿cómo te sientes?

TABLE 18 (Continued)

22. *When your teacher talks to your parents, how do you feel?*

    Cuando tu maestra habla con tus papás, ¿cómo te sientes?

23. *When you learn new words in Spanish, how do you feel?*

    Cuando aprendes palabras nuevas en español, ¿cómo te sientes?

24. *When you watch television and it's in English, how do you feel?*

    Cuando ves televisión y es en inglés, ¿cómo te sientes?

*25. *When your parents are happy with your school work, how do you feel?*

    Cuando a tus papás les gusta el trabajo que haces en la escuela, ¿cómo te sientes?

26. *When you talk in Spanish, how do you feel?*

    Cuando hablas español, ¿cómo te sientes?

27. *When your mother asks you to help her at home, how do you feel?*

    Cuando tu mamá te dice que le ayudes en la casa, ¿cómo te sientes?

28. *When you hear a song in Spanish, how do you feel?*

    Cuando oyes una canción en español, ¿cómo te sientes?

29. *If someone gives you a taco instead of a hamburger, how do you feel?*

    Si alguien te da un taco en vez de una hamburguesa, ¿cómo te sientes?

30. *When someone smaller than you knows the answer to a question, and you don't know the answer, how do you feel?*

    Cuando alguien más chico que tú sabe como contestar una pregunta, y tú no sabes como contestarla, ¿cómo te sientes?

31. *When you make a mistake in front of your friends, how do you feel?*

    Cuando haces un error en frente de tus amigos, ¿cómo te sientes?

32. *When you help a friend, how do you feel?*

    Cuando le ayudas a un amigo, ¿cómo te sientes?

TABLE 18 (Continued)

33. *When you break a toy at home, how do you feel?*

Cuando rompes un juguete en tu casa, ¿cómo te sientes?

34. *If someone wants to play with your toys, how do you feel?*

Si alguien quiere jugar con tus juguetes, ¿cómo te sientes?

*35. *When your teacher is happy with your school work, how do you feel?*

Cuando a tu maestra le gusta el trabajo que haces en la escuela, ¿cómo te sientes?

36. *When you play a trick on someone, and he gets hurt, how do you feel?*

Cuando le haces algo malo a un amigo y le duele, ¿cómo te sientes?

*37. *When you play with a friend who only speaks English, how do you feel?*

Cuando juegas con un amigo que nada más habla inglés, ¿cómo te sientes?

38. *When the teacher asks you a question and you don't know the answer, how do you feel?*

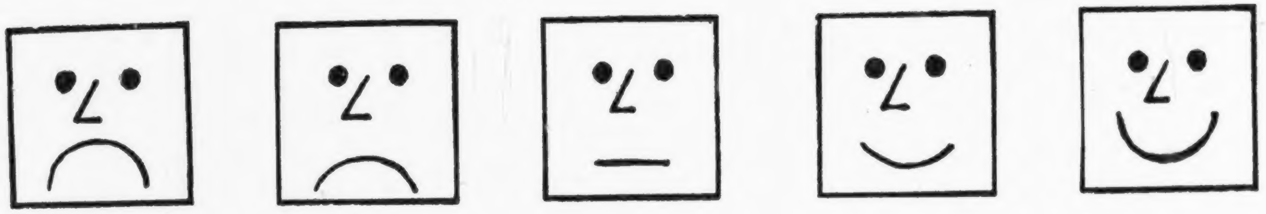
Cuando tu maestra te pregunta algo y tú no sabes como contestar, ¿cómo te sientes?

39. *When you watch television and it's in Spanish, how do you feel?*

Cuando ves televisión y es en español, ¿cómo te sientes?

FIGURE 69

PICTORIAL ATTITUDE MEASURE



For scoring purposes, each figure was weighted as follows:

1 2 3 4 5

evaluates himself in various social units is, "When your teacher asks you a question and you don't know the answer, how do you feel?"

It was decided that the results of the perception items on the formative test revealed that children in the target audience did perceive self-attributes in a meaningful way. Four of the six questions elicited a high percentage of yes responses. These results were interpreted as indicating that the children could perceive accomplishing something by themselves. The percentage of yes and no responses to each of the first six items is given in Table 19.

TABLE 19

RESPONSES TO PERCEPTION ITEMS ON FORMATIVE TEST OF SELF CONCEPT

Item Number	Percent Responding "YES"	Percent Responding "NO"
1. Make yourself a sandwich	88%	12%
2. Something yours, no one else's	80	20
3. Talking to puppy in Spanish	19	81
4. Visit friend by yourself	66	34
5. Do something nobody else can	66	34
6. Find food on deserted island	31	69

Responses to all 39 items were analyzed in an effort to (1) determine whether the 39 items seemed to tap dimensions related to the conceptual definitions of self concept, and (2) determine whether the total number of scales could be reduced, so that a shorter test instrument could be used in field experiment post-testing. The statistical technique of factor analysis was useful in answering both of these questions.

Factor analysis revealed that over half of the 39 items clustered in four groups, or "factors," of five items each. It was decided to select most of the items for the pilot test instrument from the four major groups. Generally items with the highest correlations in each group were selected. However, items which were linguistically oriented were selected as pairs for both Spanish and English. For example, if an item regarding hearing parents speak Spanish was selected because of a high correlation, then the item regarding hearing parents speak English was also selected to maintain linguistic pairing of items. The ten items selected are identified by an asterisk in Table 18 and summarized in abbreviated form below:

1. Hearing parents speak English
2. Teacher happy with school work
3. You talking in Spanish
4. Playing like a grown-up
5. Playing with Spanish-speaking friend
6. Hearing parents speak Spanish
7. Something yours, no one else's
8. You talking in English
9. Parents happy with school work
10. Playing with English-speaking friend

The resulting ten-item pilot instrument included items concerned with the social situation of the classroom, the home, and the peer group. Thus, these items fulfilled the first requirement of a test instrument related to the conceptual definition of self concept. The second requirement, that the test be sensitive to cultural differences, was also fulfilled by including paired items where each item was repeated for both Spanish and English. For example, the child was asked how he felt when he heard his parents speak English and when he heard his parents speak Spanish. Only evaluative items were included in the pilot test instrument.

Procedures

The ten-item pilot test instrument was administered to all subjects in the field experiment during post-testing. The pilot test was administered immediately following the Spanish post-test. As stated above, test items on the Self Concept pilot test were presented in both Spanish and English to encourage maximum response. The test administrator read each of the test items and asked the child to mark how he felt about each item on the five scale pictorial attitude measure (see Figure 69).

The primary question of interest was whether a test of self concept based on conceptual definitions would discriminate viewers from nonviewers in the CARRASCOLENDAS field experiment sample population.

Results

In order to determine whether the pilot test of self concept discriminated viewers from nonviewers, the mean score of each group on each item in the test was compared in an analysis of variance. These comparisons revealed no significant differences in the mean scores of viewers contrasted with nonviewers on any single item (see Table 20). Similar comparisons were also made considering viewers and nonviewers at each grade level. Again the comparisons generally revealed no significant differences among the responses of viewers and nonviewers in any single grade level. The only significant difference revealed was in the response of first grade viewers and nonviewers to item 8. As can be seen from Table 20, first grade viewers were significantly higher in their response to item 8 than first grade nonviewers.

Although none of the test items when considered individually discriminated viewers from nonviewers, it was possible that some group or combination of items would discriminate.

TABLE 20

SELF CONCEPT PILOT TEST ITEM AVERAGE SCORES

Item Number	Average Scores	
	Viewers	Nonviewers
All Grades Combined		
1. Hearing parents speak English	3.8	3.7
2. Teacher happy with school work	4.2	4.3
3. You talking in Spanish	3.4	3.4
4. Playing like a grown-up	3.7	3.8
5. Play with Spanish-speaking friend	3.5	3.2
6. Hearing parents speak Spanish	3.7	3.8
7. Something yours, no one else's	3.6	3.5
8. You talking in English	4.0	4.0
9. Parents happy with school work	4.2	4.3
10. Playing with English-speaking friend	3.8	3.8
Kindergarten Students Only		
1. Hearing parents speak English	3.1	3.2
2. Teacher happy with school work	3.6	4.2
3. You talking in Spanish	3.1	2.8
4. Playing like a grown-up	3.3	3.8
5. Playing with Spanish-speaking friend	3.0	3.0
6. Hearing parents speak Spanish	3.4	3.7
7. Something yours, no one else's	3.4	3.3
8. You talking in English	3.3	3.6
9. Parents happy with school work	3.7	3.9
10. Playing with English-speaking friend	3.1	3.7

TABLE 20 (Continued)

Item Number		Average Scores	
		Viewers	Nonviewers
	First Grade Students Only		
1.	Hearing parents speak English	4.1	3.6
2.	Teacher happy with school work	4.3	4.2
3.	You talking in Spanish	3.6	3.4
4.	Playing like a grown-up	3.9	3.7
5.	Playing with Spanish-speaking friend	3.7	3.5
6.	Hearing parents speak Spanish	3.9	3.7
7.	Something yours, no one else's	3.6	3.2
*8.	You talking in English	4.4	3.7
9.	Parents happy with school work	4.4	4.4
10.	Playing with English-speaking friend	4.0	3.7
	Second Grade Students Only		
1.	Hearing parents speak English	4.2	4.2
2.	Teacher happy with school work	4.6	4.5
3.	You talking in Spanish	3.4	3.9
4.	Playing like a grown-up	3.9	4.0
5.	Playing with Spanish-speaking friend	3.6	3.3
6.	Hearing parents speak Spanish	3.7	3.9
7.	Something yours, no one else's	3.9	4.0
8.	You talking in English	4.2	4.5
9.	Parents happy with school work	4.6	4.5
10.	Playing with English-speaking friend	4.3	4.0

*Average scores significantly different ($p < .05$).

In order to determine if any group of items would discriminate viewers from nonviewers, responses were subjected to the statistical technique of multiple discriminate analysis. The use of this technique enables the researcher to discover if any subset of items, taken in combination, significantly discriminates viewers from nonviewers, or if the total test significantly discriminates viewers from nonviewers. When viewers and nonviewers from all three grades were combined, the multiple discriminate analysis revealed that no combination of test items, including all of the items on the test taken together, significantly discriminates viewers from nonviewers. The combination which best discriminates viewers from nonviewers is the total of all ten items. Although this combination accounts for one-hundred percent of the variance, it still does not achieve statistical significance in the discriminatory comparison of viewers and nonviewers ($F = .82$, $df = 10/435$, $p < .55$). As can be seen in Table 21, items one (hearing parents speak English), two (teacher happy with school work), and five (playing with Spanish-speaking friend) contribute the greatest amount to the discrimination combination of items. When viewers and nonviewers were considered in each grade level independently,

TABLE 21

DISCRIMINANT ANALYSIS OF PILOT TEST OF SELF CONCEPT

Item	Correlation with Overall Discrimination
1. Hearing parents speak English	.3462
2. Teacher happy with school work	-.3505
3. You talking in Spanish	.0124
4. Playing like a grown-up	-.2622
5. Playing with Spanish-speaking friend	.4375
6. Hearing parents speak Spanish	-.1675
7. Something yours, no one else's	.2835
8. You talking in English	.1040
9. Parents happy with school work	-.1052
10. Playing with English-speaking friend	.0126

multiple discriminate analysis produced generally the same results as the analysis of total viewers and nonviewers.

Validity and Reliability

The face validity of the pilot test instrument was discussed above in the discussion of the instrument development. It was not possible to compare the results of the pilot test instrument in cross-validation with the results of another test instrument, because no other comparable test of self concept presently exists. The reliability of the pilot test instrument was determined by computing an alpha coefficient of reliability. The alpha coefficient of reliability is a measure of the internal consistency of the test instrument and can range in value from 0.00 to 1.00. This coefficient, which was .80 for the pilot test instrument, is rather high for a test containing only ten items, and indicates satisfactory reliability for present purposes.

Implications

The results of the analysis of responses to the Self Concept pilot test instrument indicated that none of the items alone or in combination significantly differentiated between viewers and nonviewers. These results were obtained when viewers/nonviewers were combined across grade levels, and when viewers/nonviewers were considered at a single grade level.

These results are not too surprising when it is considered that the pilot test instrument was based upon conceptual definitions of self concept which encompass a rather global view. In this regard, a stimulus such as the CARRASCOLENDAS program series which occupies a very small percentage of the child's daily life could not be realistically expected to have a significant impact on a global personality trait defined in such a comprehensive manner.

It would appear that in order to measure the potential impact of the program series, an instrument more sensitive and more specific to the program's particular objective is necessary.

SECTION IX

AD HOC STUDIES

During the third year evaluation two ad hoc studies were undertaken. One study dealt with the relationship of language dominance and the effects of viewing CARRASCOLENDAS. The second study consisted of a formative evaluation to assess the effects of three variables--films, art, and music.

Both studies were completed and distributed to curriculum and production staffs by means of technical reports. The complete reports, outlining the procedures and results of the studies, follow.

On the Relationship of Language Dominance and the Effects of Viewing CARRASCOLENDAS

The main focus of this report is to answer the question: What is the relationship between the language dominance of a child and the effects of viewing CARRASCOLENDAS? In the report of the second year evaluation of the television series[1] the overall effects of viewing the program were gauged in terms of a pre and post-series testing technique where the test items reflected a sampling of behavioral objectives of the program. The tests were administered to three groups: (1) children who viewed the program and who engaged in supplementary class activities, (2) children who viewed the program but had no supplementary class activities, and (3) a group of comparable children who did not view the program, nor have the activities. Overall gains--that is, differences between post and pretest scores--were indexed in two ways. One score reflected frequencies of items that were correct or partly correct as compared with items which were not correct. A second scoring procedure differentiated responses by means of a four step scale ranging from totally incorrect ("1"), partly correct ("2"), totally correct but prompted ("3"), and altogether perfect ("4").

---

[1] Williams, F., Van Wart, G., and McRae, S. CARRASCOLENDAS: Effects of a Spanish/English Television Series for Primary School Children. Grant No. OEG-09-530094-4239 (280). U. S. Department of Health, Education and Welfare, Office of Education, 1972.

Analyses of both frequency of correct items and scale measures indicated that the viewer groups generally made greater gains on test items than did the nonviewer groups. These gains were greater in English test items than they were for the Spanish ones. Further, particularly on English items, viewers who had supplementary activities experienced greater gains than viewers who did not have activities, although both groups were in most cases greater than groups of children who were nonviewers. In more general terms, these results were interpreted as indicating that CARRASCOLENDAS did have an effect upon average knowledge gains and that supplementary activities somewhat facilitated these gains. Further details on these results and analyses of subtests may be found in the main report.[a]

A practical question, and one not researched in the main report, was whether these gains were related to, or affected in some way by, the language dominance of the children in the experiment. In answering this question, it should be recalled at the outset that the children were, as much as possible, randomly assigned to the three different groups in the experiment. Thus it was not likely that any differences among the control and viewer groups would be due to one group having more children dominant in one language or another. As was anticipated in the design of the experiment, the children in the three groups are comparable with the exception of the treatment--viz., viewing, viewing plus activities, not viewing.

Procedures

We, of course, must have some index in order to consider language dominance. One such index was the teacher's rating of a child as either being English dominant, Spanish dominant, or bilingual. Another index of language dominance was based upon fieldworkers' ratings of the children's fluency in responding to questions which required continuous responses. As described in more detail in the main report, some questions were meant to elicit a continuous response from the child; that is, the question could not be answered with one word or a short phrase. On these, the fieldworker scored the child on a one-to-four fluency scale.[3]

---

[a] Ibid.

If these fluency ratings had a useful degree of validity, we would expect that they would agree to a reasonable degree with the teachers' division of the children into different language dominant groups. Table 22 presents the summary comparison on this point. It is clear from this summary, that children who were classified as being Spanish dominant had a higher average fluency score in Spanish items (2.00) as compared to their fluency scores when responding to English items (1.45). As would be expected, the reverse is true for the children who are rated as English dominant by the teachers. Their fluency score on English items (2.26) exceeds on the average their fluency score on Spanish items (0.72). It would be anticipated that children who classified as bilingual could be more nearly equal in terms of average fluency in both languages, and the results in Table 22 point to this.

---

[3] Based on the senior researcher's considerable experience with speech ratings it is not difficult to assume that gross ratings of fluency, particularly on only a four-step scale, can be reasonably obtained. (See Williams, F., Whitehead, J. L., and Miller, L. Attitudinal Correlates of Children's Speech Characteristics. Project No. 0-0336, Grant No. OEG-0-70-7868 (508). U. S. Department of Health, Education and Welfare, Office of Education, Bureau of Research, 1971.) Although it is not formally described in the report, the fieldworkers were practiced in the use of the scale and ratings were compared between them as well as with other members of the research staff. In short, these ratings are assumed to be reliable. Their validity is subsequently discussed in this report.

TABLE 22

AVERAGE FLUENCY RATINGS IN RESPONSES TO SPANISH AND ENGLISH ITEMS AS COMPARED BY TEACHERS' CLASSIFICATION OF THE STUDENTS

Fluency	Children's Classification		
	Bilingual	English	Spanish
Spanish items	1.90a[*]	0.72c	2.00a
English items	2.08a	2.26a	1.45b

[*] Means with common subscripts are not significantly ($p < .05$) different from one another.

The conclusion here, then, is that the fluency scores have a reasonable degree of validity as paired with the teacher's classification of the children into the different groups. In subsequent analyses aimed at answering the question of the relationship of language dominance to the effects of CARRASCOLENDAS, both of these indexes of language dominance will be employed.[4]

Correlation of Fluency Measures on Gain Scores

Since the present question is one of relationship, the most applicable statistical model is one of correlation. This will index the degree to which the gain scores in either the

---

[4] Of course, it would be possible to employ more detailed language measures in future research, but such measures require time and expense, and should not begin to mask the main purpose of this research.

Spanish or English items are related to measures of language dominance. At the same time, this approach will also allow us to inquire how these relations compare with other relevant factors, such as whether or not a child viewed the program or whether or not he had supplementary activities.

Table 23 presents a series of correlation coefficients which represents indexes of the relationship of the language dominance measures with gain scores (one-to-four scale, on the Spanish and English test items). The table also includes similar indexes of relationships of whether or not the child viewed a program and whether or not he engaged in supplementary activities.

TABLE 23

RELATIONS OF VIEWING, ACTIVITIES AND LANGUAGE MEASURES* WITH GAIN SCORES IN SPANISH AND ENGLISH ITEMS

Variables	Gain Scores	
	Spanish	English
Group		
Viewing:	.19	.49
Activities:	.01	.63
Teacher Classification		
Bilingual:	-.07	-.16
English dominant:	.01	.05
Spanish dominant:	.07	.14
Fluency		
English:	.03	.08
Spanish:	.04	.15

*Variables such as group and teacher classification are entered in a binary code (1 = yes, 0 = no).

Let us first consider items having a relationship with gains in the Spanish testing area. There is only one item which stands out as having anything more than a trivial relationship with gains in the Spanish testing area, and this is the variable of whether the child did or did not view the program. A correlation of .19 in this case would only be expected to occur by chance in 1 out of 10 cases of random sampling. We can have some confidence that it is not just a random occurrence although it is a very small correlation. At best the conclusion here is that the gains in the Spanish test area (which were small in the first place) are somewhat related in a correlational sense to whether or not the child viewed the program. At the same time, we can note that there is no relationship between gains in the Spanish test area nor in either of the language measures or the activity variable.

The most encompassing generalization here is that if gains in the Spanish area were to be predicted from anything, it would be upon the basis of viewing or not viewing the program. This generalization can be supported in a more definitive manner by use of a prediction equation which indexes the degree to which variables of viewing, activities, and language dominance jointly predict gain scores in the Spanish testing area. When the equation was calculated, it indicated that the index of multiple correlation of all these variables upon gains in the Spanish area was +.2341. Roughly 86% of the prediction in this equation was due to the variable of whether or not the child watched the program. It is very clear, then, that gains here are independent of language dominance measures.

Results of similar analyses for the gains on the English test items can be interpreted using the same strategies. First, as can be noted in Table 23, there are several marked correlations of the various variables with gains in the English test items. There are interpretable correlations, for example, of whether or not the child viewed the program (.49) and whether or not he also engaged in supplementary activity (.63), both with gains in the English scoring area. Neither of these correlations has over a 1 in a 100 chance of occurring randomly. They are indexes of relationship in which we can have a substantial degree of confidence. At the same time, however, these are the only two variables which have any major observable relationship with gains in the English area.

It can be noted in passing that there is a small negative correlation in the teachers' rating of a child as not being English dominant and gains in the English items. Similarly there is a very small positive correlation between a child's average ratings in Spanish fluency and gains on the English test items. Both of these correlations are too small in magnitude to require more than a passing interest. But they do suggest that children who may be less adept in English than others, may be among the ones who gain in the English items as a result of viewing CARRASCOLENDAS.

Correlation of Fluency Measures to Activities

As in the analysis discussed earlier, it was further possible to see how the variables of language dominance, viewing, and activities, jointly predict gains in the English test items. An appropriate equation was calculated. It indicated that there was a multiple correlation of these variables with English test items of a magnitude of +.687. This is a correlation of substantial magnitude in this type of situation, and it indicated scores in the English test items are substantially predictable. One basis for prediction is whether a child viewed the program, and this contributed to about 28% of the predictability in the equation. The second is the effects of viewing combined with activities which contributes to about 68% of the prediction of gain scores. None of the measures of language dominance contributes significantly to this equation. This is strong evidence that the gains in the English language area, particularly as predicted by the two variables just discussed, are independent of language dominance.

Results and Conclusions

The overall conclusion, then, of this series of analyses is that based upon the measures incorporated in this study, no salient evidence can be found that effects of viewing CARRASCOLENDAS, either in the area of Spanish test items or English test items, are related to, or dependent upon, the child's language dominance. Of course, this does not preclude situations where such an effect *could* be the case. It only says that *in a school involving children of various degrees of English as against Spanish dominance, as well as bilingual capabilities, effects of the program do not seem to interact in any important way with language dominance*. Since this is considered to be an important, as well as practical, finding of the study, attempts will be made in the larger field study conducted in 1972 - 1973 to include indexes of the children's language capabilities, and to assess the relationship of these with gains due to viewing CARRASCO-LENDAS.

CARRASCOLENDAS III Formative Evaluations: Study 1

Purpose

This study was designed to assess the independent effects of three mediated instruction variables: (1) film segments with voice-over narration; (2) differing styles of art; and, (3) differing styles of music. The primary effects of interest in this study were attitudinal effects.

The questions of interest were:

(1) Do subjects (young Mexican-American children) exhibit significantly different attitudes toward films with Spanish narration and films with English narration?

(2) Do subjects exhibit significantly different comprehension of the content of films with Spanish narration and films with English narration?

(3) Do subjects exhibit significantly different attitudes toward realistic, Disney-like and op-art styles?

(4) Do subjects recognize equally well an object portrayed in the three different art styles?

(5) Do subjects exhibit significantly different attitudes toward four styles of music, i.e., Mexican, Brazilian, Rock, and a relatively culturally unidentifiable style?

Method

Subjects

The subjects for this study were 90 Mexican-American children enrolled in Columbia Heights Elementary School in San Antonio, Texas, during the fall of 1972. They were distributed equally among kindergarten, first, and second grades.

Independent Variables

Film Segments

The film segments were studied at two levels, i.e., Spanish narration or English narration. Because response to a particular film segment might be topic bound, two different film segments were used in the study (see Figure 70).

Art

Three styles of art were tested: (1) op; (2) Disney-like; and (3) realistic. Three different objects (a horse, a house, and a rooster) were each portrayed in all three different styles for presentation to subjects in the randomized design shown in Figure 70.

Music

Four styles of music were presented to the subjects. A single melody was rendered in Mexican style, Brazilian style, Rock style, and a style that was relatively culturally unidentifiable.

Dependent Variables

Attitude Measures

Two types of attitude measures were used in this study: (1) a pictorial attitude measure, and (2) a preference measure.

The pictorial attitude measure consisted of five faces expressing different degrees of like or dislike (see Figure 71). For analysis purposes, the faces were numbered from 1 (extreme dislike) to 5 (extreme like). This instrument was used to measure attitudes toward all three types of stimuli. Although this instrument has been used elsewhere in similar studies, the conditions of this study were different enough that it was

Figure 70

Research Design

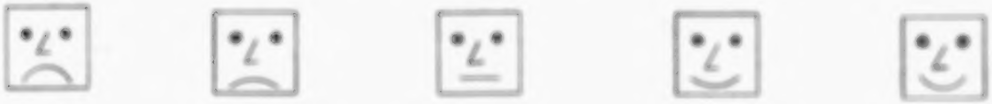
	Groups			
	A	B	C	D
Stimuli	Film 1-S	Film 1-E	Film 2-S	Film 2-E
	Music 1	Music 3	Music 2	Music 4
	Art 1,2,3	Art 6,4,5	Art 8,9,7	Art 6,5,4
	Music 2	Music 1	Music 4	Music 3
	Art 4,5,6	Art 9,7,8	Art 2,3,1	Art 1,3,2
	Music 3	Music 4	Music 3	Music 1
	Art 7,8,9	Art 3,1,2	Art 5,6,4	Art 8,7,9
	Music 4	Music 2	Music 1	Music 2

	Groups		
	E	F	G
Stimuli	Op-Horse	Real-House	Disney-Rooster
	Disney-House	Op-Rooster	Real-Horse
	Real-Rooster	Disney-Horse	Op-House

considered advisable to validate the instrument for use in this particular study.[6] Validation was accomplished by administering the instrument to a separate sample of the study population. The thirty children in this sample were asked to respond to five different questions. These questions were selected to elicit a range of responses and one of the questions was repeated to obtain an estimate of reliability.

Figure 71

Pictorial Attitude Measure



Results indicated that the instrument elicited positive responses to those questions which were selected for that purpose.

1. "How do you feel about playing games with your friends?" (mean response = 4.6)

2. and 5. "How do you feel about eating candy?" (mean response on 2 = 4.0, on 5 = 4.2)

The repetition of Questions 2 and 5 indicated high reliability of response. Answers to the two questions were the same for students aged 6, 7, 8 and 9, with minor changes in the responses of 5 year olds.

As expected, Question 3, "How do you feel about getting a spanking?", elicited negative responses for the most part

---

[6] Coller, Alan R., "The Assessment of "Self Concept" in Early Childhood Education" (Revised Edition), ERIC: ED 057 910, July 1971.

(mean response = 1.2); and Question 4, "How do you feel about a table?", ranged in the neutral to positive range (mean response = 3.5).

The preference measure was administered to subjects in samples A, B, C and D. This measure was designed to elicit the subject's preference among art styles for portrayal of a particular object such as the horse. The measure consisted simply of asking the subject to mark the picture which he liked best of the three he had just been shown.

Recognition Measure

This measure was designed to test recognition of the subjects rendered in the three styles of art. The subjects in samples E, F and G were each shown three different pictures. After the presentation of each picture, the subject was asked, "Can you tell me what this picture is?" Responses were scored simply right or wrong.

Comprehension Measure

In order to test possible differences in comprehension of the films with Spanish and English narration, subjects were asked three questions specific to the content of the particular film they were shown. Responses were scored right or wrong and summed for each subject.

Results and Conclusions

Film Segments

Scores on the attitude measure of film segments indicated that across all children there were no statistically significant differences between children viewing and rating the film with Spanish narration (mean = 4.4) or English narration (mean = 4.1).[a]

---

[a] Statistical analyses were accomplished by an analysis of variance model; results are summarized in Table 24.

TABLE 24

SUMMARY OF RESULTS OF ANALYSES OF VARIANCE

Source	df	F
Film Attitudes:		
Films	1/66	.01
Languages	1/66	1.21
Films X Languages	1/66	.25
Film Comprehension:		
Films	1/68	7.08*
Languages	1/68	2.19
Films X Languages	1/68	1.40
Art Attitudes:		
Trials	8/536	1.41
Art Recognition:		
Art Style	2/153	22.61*
Object Portrayed	2/153	4.38*
Style X Object	4/153	1.49
Music Attitudes:		
Trials	3/213	.28

*$p < .05$

The practical conclusion, therefore, is that attitude and comprehension effects across the child viewers appear to be independent of the language of narration of the film segment.

Art Styles

Analysis of the scores (Table 25) on the art preference measure indicated that across all children the op-art style was preferred for two of the objects (the house and the rooster) and the Disney-like style was preferred for one object (the horse). Scores on the attitude measure (Table 24), however, indicated no significant differences across all objects portrayed and across all children in response to the different art styles (op-art = 4.1; Disney-like = 4.0; realistic = 4.1). It appears, therefore, that although children generally rate their attitude toward a piece of art work independently of the style of the art work, given a choice among styles they generally prefer the op-art style.

TABLE 25

PREFERENCE OF ART STYLES

Object Portrayed	Op-art	Disney-like	Realistic
Horse	40%	45%	11%
House	69%	20%	11%
Rooster	56%	41%	3%

An analysis of the recognition scores of the objects portrayed in the art work (Table 24), however, indicated that objects protrayed in the op-art style elicited significantly lower recognition scores than objects portrayed in the other two styles (op-art = .59; Disney-like = .93; realistic = .98). Considering these results, along with the results on preference, it appears that if recognition of the object portrayed in the art work is desirable, then the Disney-like style is the best style to use. If, on the other hand, the art work is used simply to attract the attention and interest of the children, apparently the op-art style is best.

Music Styles

Attitude scores (Table 24) obtained in response to the four different styles of music indicated that across all children there were no statistically significant differences in attitude toward any particular music style (Mexican = 4.2; Brazilian = 4.2; Rock = 4.3; unidentifiable = 4.3). The practical conclusion of this analysis is that attitude toward a musical selection appears to be independent of the music style.

SECTION X

PROCESS EVALUATION

The process evaluation is a study of the operational procedures of the various components involved in producing CARRASCOLENDAS. Recommendations from the past two years have proved valuable in refining the production process to maximize output.

There are two major components which constitute the process evaluation--management and utilization. The management component describes the relationships and actual operational functions of persons formally involved with CARRASCOLENDAS. The utilization component has been a separate study during past evaluations which reported extent of usage of the series. This year, the study of utilization is included in the process evaluation to more explicitly define the implications resulting from the efforts at publicizing the series.

Management Component

The management component consists of the roles and responsibilities of the Television Coordinator, Curriculum Coordinator, Executive Producer, Advisory Committee, and the Evaluation Team in terms of the final product, CARRASCOLENDAS. A description of the performance of these roles, and recommendations, follow.

Television Coordinator

Definition

The role of the Television Coordinator, described in the project proposal, is as follows: as the funded grantee, Education Service Center, Region XIII, (1) must assume the ultimate responsibility for the total project, (2) administer the grant, including evaluation and audit arrangements, (3) receive and critique and/or approve all scripts prior to studio production, (4) provide educational consultation during taping sessions, (5) develop content for teacher inservice programs, (6) coordinate the project with the Texas Education Agency, the U. S. Office of Education, and the Bilingual Television Advisory Council, (7) disseminate publicity and other information, and (8) develop reports for the U. S. Office of Education. Coordination of Education Service Center content specifications and KLRN-TV production efforts on CARRASCOLENDAS is to be between the Project Coordinator and the Executive Producer.

Performance Description

The Television Coordinator met with curriculum consultants and continued supplying the production staff with approval and critiques of scripts. He was present during occasional taping sessions, but it was again not feasible for him to be present during all sessions.

A recurring problem has been noticeable in that some production scripts have been approved, and later found to be lacking in that they do not correspond to a specific objective. When this is brought to the attention of the Television Coordinator, he contacts the production staff and attempts to stop production of a segment. Although this has been feasible at times, on occasion particular segments which might be questionable have been taped and the production staff cannot afford to discard the segment.

Publicity dissemination has been handled primarily by the Field Relations Coordinator, and results are outlined in the Utilization Component of this section.

Recommendations

Although the Television Coordinator has been present at some taping sessions, it has still been impossible for him to attend all sessions. It is again recommended that more effort be placed in having him, or a delegate, present at all sessions for on-the-spot critiques.

The method for critiquing scripts is still highly questionable. The Television Coordinator should be allowed two or three days, or a week, to fully critique scripts and possibly contact consultants. The critique should be complete and well-thought-out before allowing the production staff to commence taping.

It is also recommended that the role delineation be altered yearly according to needs. The duties of developing content for teacher inservice programs and disseminating publicity and other information were assumed by a new Education Service Center staff member, the Field Relations Coordinator, and should, therefore, be eliminated from the delineated duties of the Television Coordinator.

Clearly, one of the greatest shortcomings of the project has been the lack of suitable promotion--or simply announcements--of the series. In subsequent years, the Television Coordinator should make a concentrated effort to remedy this situation, whether it remains his primary responsibility or not.

Curriculum Coordinator

Definition

The role of the Curriculum Coordinator, described in the project proposal, is as follows: (1) coordinate curriculum development, including content and instructional objectives, (2) submit content and instructional objectives to KLRN-TV in ample time for scriptwriting according to the time line, (3) coordinate staff development for classroom teachers, aides, and other educators, and (4) develop and disseminate teacher manuals, audio tapes, and other supplementary materials.

Performance Description

Consultants met during the month of May with the Curriculum Coordinator and the Education Service Center staff in recommending and outlining specific content areas to be considered. Based on these suggestions, a list of instructional objectives was prepared for the 1973 series.

Objectives were submitted to the evaluators for critique and then reworded before they were submitted to KLRN. For example, the original set of Science objectives included 73 objectives and followed the previous format of stating objectives with two or more sub-headings rather than listing them as two or more separate objectives. The wording of objectives for measurability was often ambiguous. Evaluators responded to the initial list of objectives by means of a memorandum outlining the following:

> The scope of the objectives in all content areas is too broad for efficient attention to all objectives. If the number of objectives were reduced to a limited number which were structured around the most relevant concepts in each area, more emphasis could be placed on each one, with adequate repetition of the most difficult concepts. Objectives need to be revised so that they are stated measurably and all areas need to be reduced and forwarded to KLRN immediately so that production can proceed according to schedule. A suggestion was put forward (at a meeting of all components) that would be a major departure from the curriculum outline of the past two years. Many of the concepts in the Math and Science areas are those which are least adaptable to television presentation while the other four content areas of History and Culture, Self Concept, and Spanish and English Language Skills are those which have demonstrated learning effects which can be interpreted with statistical confidence. For these reasons, consideration was given to the possibility of eliminating the areas of Math and Science. While this is a rather abrupt change from previous plans for the curriculum of the series, it is one worthy of consideration. This stage, while the series is in transition from a local program to national scope, warrants a serious rethinking of the rationale behind all portions of the CARRASCOLENDAS series.[1]

---

[1] Memorandum from Frederick Williams, Director, Center for Communication Research, to Carol Perkins, Curriculum Coordinator, Austin, Texas, July 20, 1972.

Although the content areas of objectives were not altered, the initial list was reduced, reworded, and the final list of objectives was submitted to the production staff. (For example, 31 of the 73 Science objectives were considered.)

Subsequently, the KLRN producers reviewed the list of objectives submitted and reduced the number of objectives to those best suited for television techniques. This allowed for repetition of each objective rather than having one treatment for certain objectives. In the past certain objectives had only been treated in one segment of the entire series, and never repeated.

The Curriculum Coordinator revised the 1972 Teacher Guide in line with recommendations from the Teacher Guide Survey and the re-edited version of CARRASCOLENDAS. The Teacher Guide is well received, and continued production of high quality materials is encouraged as supplementary aid for teachers whose classes view CARRASCOLENDAS. Distribution of Teacher Guides, however, was handled directly by the publishers rather than from the Education Service Center.

A Teacher Guide for the 1973 series is being developed, although completion depends on the content indexes for each program.

Recommendations

The Curriculum Coordinator has designed instructional objectives for three years and should be able to produce measurable statements, as well as limiting each statement to one objective rather than applying two or more sub-headings to any objective. There should be no need for the evaluators always to critique the objective statements submitted and have to request a major rewrite, nor critique the content of the objectives. The curriculum staff, with the aid of consultants, designates the content. Consultants proved to be very helpful in outlining specific areas to be stressed, but extensive research must be conducted on each objective to insure accuracy before submitting it to the production staff. Occasional queries from the producer has evidenced that thorough development of instructional objectives is questionable. Revision of stated objectives should not occur after scripting or taping of CARRASCOLENDAS segments.

Field Relations Coordinator

Definition

The role of the Field Relations Coordinator, as described in the project proposal, is as follows: (1) establish field relations and coordination of test sites, work closely with the evaluation team, and establish rapport with the test site schools; (2) coordinate staff development and program orientation activities, organize and conduct major inservice sessions, recruit and train inservice leaders, prepare inservice workshop materials, contact and continue coordination with campuses utilizing the television program; and (3) disseminate information and supplementary materials, contact the Public Broadcasting Service and provide curriculum guide information to its affiliate stations, contact other institutions regarding CARRASCOLENDAS, and contact the news media.

Performance Description

The Field Relations Coordinator role was not filled until August 7, and evaluators had already selected test sites as well as site schools. However, he did visit all but one test site and conducted workshops with teachers at most sites. A report of his visits was sent to the evaluators.

Coordination and execution of inservice programs were generally within the KLRN viewing area and did not include a national service, although four workshops were conducted when the local school system was able to provide funds. Presentations were made at various conferences and conventions to provide further dissemination of CARRASCOLENDAS materials.

Evaluation summaries with a memorandum were the main source of publicity. The distribution is outlined in the Utilization Component results.

A CARRASCOLENDAS workshop evaluation form was mailed to 105 teachers at 12 schools. Six of the schools were at sites visited by the Field Relations Coordinator, four schools were in Region XIII, and two schools requested and paid for presentations. One month later, only 16 responses had been received by the Center for Communication Research; 13 of the respondents had attended workshops, and three had not attended. Responses of the 13 teachers to the workshop evaluation form are found in Table 26.

Responses indicated that teachers generally find workshops very useful. Their responses regarding the CARRASCOLENDAS workshop, however, tended to be in the middle of the scale with a number of responses evident at the negative end. It is obvious that teachers felt the need for better demonstration of Teacher Guide usage and more methods for incorporating CARRASCOLENDAS material with classroom activities. Their reaction to the CARRASCOLENDAS workshop was more negative than to workshops in general.

Recommendations

The duties of the Field Relations Coordinator were, for the most part, executed within the KLRN area although test site visits were conducted. He was aided in conducting workshops by the Curriculum Coordinator although this was not a specific duty of the Curriculum Coordinator. It is obvious from teachers' remarks that CARRASCOLENDAS workshop presentations need to be more informative. Possibly an introduction of the general goals of the series and definite methods presented for meeting them would aid teachers in using the Teacher Guide. The materials are available, and the workshops should produce information regarding coordination of the series into classroom activities.

The dissemination of publicity was not sufficient to produce desired effects on a national audience. Funds for national publicity, or a Public Relations Coordinator, would provide a greater national service, specifically for schools involved in Title VII programs. The service provided within Region XIII has increased viewing in the KLRN area and a similar national service could possibly affect national viewing.

TABLE 26

CARRASCOLENDAS WORKSHOPS RESULTS

I attended a CARRASCOLENDAS Workshop in 1972-1973 school year:

16 Yes* 3 No (If No, do not continue.)

Please give ratings by placing one check on each of the following scales:

1. I THINK THAT TEACHER WORKSHOPS, IN GENERAL, ARE: AVERAGE

Very useful 6 : 1 : 2 : 4 : ___ : ___ : ___ Useless 2.2

2. THE CARRASCOLENDAS WORKSHOP WAS:

Very useful 1 : 4 : 2 : 5 : ___ : ___ : 1 Useless 3.6

3. DEMONSTRATION AND USE OF THE TEACHER GUIDE WAS HELPFUL:

Very much 1 : 2 : 5 : 2 : ___ : ___ : 2 Not at all 3.3
1 No Response

4. THE METHODS PRESENTED FOR INCORPORATING CARRASCOLENDAS MATERIAL WITH REGULAR CLASSROOM ACTIVITIES WERE:

Successful ___ : 3 : 2 : 5 : ___ : ___ : 3 Not successful 4.1

5. THE WORKSHOP WAS PRESENTED:

Very well 3 : 4 : 3 : 2 : ___ : 1 : ___ Not well at all 2.6

6. I WOULD LIKE TO ATTEND ANOTHER CARRASCOLENDAS WORKSHOP:

Very much 3 : ___ : 2 : 6 : 1 : ___ : 1 Not at all 3.5

Please list suggestions for making the CARRASCOLENDAS workshops more effective and more helpful.

---

*Number of responses are indicated in each blank. The average rating for each scale (1 = positive and 7 = negative) is listed on the right.

Executive Producer

Definition

The role of the Executive Producer described in the project proposal is as follows: (1) develop complete scripts upon receipt of curriculum content and instructional objectives from the Region XIII Education Service Center staff, (2) submit complete scripts to Region XIII Education Service Center for critiquing and/or approval, (3) revise scripts based on critiques from Region XIII Education Service Center, with Project Coordinator serving as educational consultant for taping sessions, (4) provide all necessary production elements such as art work, scenery, costumes, films, and animation, (5) produce and telecast all programs as scheduled, (6) provide final versions of scripts to evaluators and Region XIII Education Service Center staff in time for their use in developing evaluation instruments and teacher manuals, and (7) provide Region XIII Education Service Center with master copies of all videotapes intended for classroom instruction plus four teacher inservice programs. Coordination of Region XIII Education Service Center content specifications and KLRN-TV production efforts on CARRASCOLENDAS are to be between the Project Coordinator and the Executive Producer.

Performance Description

The Executive Producer was able to expand her staff considerably, allowing for a greater distribution of duties within the production component of CARRASCOLENDAS. The production staff initially met weekly to further delineate roles and to organize systematic scheduling for production. Weekly lists of rehearsal and taping schedules and completed segments were distributed weekly to staff members as well as to the Television Coordinator and the evaluators.

A continuing problem has been the scripting of segments within the specified time line. Scripts are generally not completed to allow adequate time for critiquing prior to the development of other television elements such as set design and costuming.

Publicity efforts of KLRN consisted of distributing the evaluation summary brochure, letters, news articles, and photographs to all Public Broadcasting Service Station managers and to newspapers and magazines (see Utilization Component).

Recommendations

The Executive Producer has followed up on previous recommendations in providing good coordination for the production and curriculum staffs as well as specifying schedules for weekly production sessions. However, the major element of producing scripts early needs greater emphasis. Although the process has improved, further steps need to be taken to allow more time for comprehensive critiques of scripts thereby minimizing the deletion or revision of taped segments which might be found lacking.

The production staff does not regularly provide evaluators with an account of activities regarding publicity attempts or the existing interaction between curriculum and production. Since this is a very important aspect of the process evaluation, a more thorough reporting of activities would aid the process of evaluating this component of management.

The distribution of the joint promotion efforts among the Education Service Center, KLRN, and the Public Broadcasting Service definitely hinders the overall effect of a concentrated campaign toward publicity of CARRASCOLENDAS. As previously mentioned, it is recommended that one component, or a Publicity Coordinator, be given full responsibility for all public relations relating to CARRASCOLENDAS. Efforts of other components, or the Public Broadcasting Service, would be coordinated by this particular person or agency. Special attention needs to be given to publicity regardless of the component chosen to conduct this aspect of the project. (For further recommendations regarding publicity, see Utilization Component.)

Only one of the four contracted teacher inservice programs was produced. Effective televised inservice programs could possibly bridge the gap evidenced by the efforts of the Field Relations Coordinator as well as promote the series on a national scale.

Advisory Committee

Definition

The role of the Advisory Committee in the development of the program was defined as follows: (1) matters concerning administration and contracting should be between Region XIII and KLRN-TV; (2) any matter that cannot be satisfactorily resolved at either level should be referred to the Advisory Committee for its recommendation; (3) the Committee should be involved throughout the project to provide community input concerning content and coordination; and (4) the Committee membership should continue to represent all levels of the community including parents, teachers, administrators, The University of Texas professors, and Texas Education Agency representatives.

Performance Description

As in the past, the Advisory Committee has not met to provide community input regarding CARRASCOLENDAS content. One meeting was scheduled, and only four members attended. The second year evaluation was discussed, and specific ideas and/or suggestions were usually generated by the chairman. He has provided the various project components with continuous advice which has proved beneficial.

Recommendations

The Advisory Committee has not fulfilled its outlined role as specified in the proposal. Members did not have specific duties, nor were new members considered in lieu of the lack of feedback provided in the past. The chairman is the only member of the committee who has functioned continuously. It might be advisable to form a new committee of people whose duties would be specified and could provide input from all elements of the community on a scheduled basis. Committee members should probably receive stipends.

Evaluation Team

Definition

The role of the Evaluation Team in the development of the program, described in the project proposal, is as follows: (1) prepare an evaluation design and instrumentation; (2) engage in school liaison activities; (3) pretest and post-test target area children for final evaluation; (4) conduct surveys to provide information regarding attitudes towards the series; and (5) submit a final evaluation report.

Performance Description

The evaluation team functioned in all specified areas although a time constraint hindered extensive interaction regarding field experiment instrument recommendations. Since national airing of CARRASCOLENDAS commenced in early October, Field Consultants had to be engaged and trained during the summer months. Field sites and cooperation of school personnel also had to be secured during months when there were few people available to contact. Instruments had to be designed, reproduced, and received by test sites in early September in order that pretesting be concluded prior to the initial air date. Critiques of test instruments were available in September after pretesting had commenced, thereby excluding possible revisions.

Interaction with all components was good. The evaluators critiqued instructional objectives and provided continued feedback to the curriculum and production staffs. Biweekly reports supplied teacher comments on all programs and a monthly interim memorandum informed all components of evaluation team efforts. Formative studies were conducted to supply children's attitudes regarding music and art preferences as well as language preference and content scores of film sequences. A self concept study was incorporated into the final design as a result of interaction with the Advisory Committee Chairman and the Project Officer from the Office of Education. The study was pilot-tested and items for the post-test were selected after a factor analysis was conducted (Section VIII).

Attitude surveys were undertaken to provide information from teachers, parents, and children.

An evaluation form was mailed to all Field Consultants and field agents to gauge the effectiveness of the evaluators in dealing with the wider scope of the handling of data. The form consisted of several Likert-type scales with five response categories ranging from "strongly disagree" to "strongly agree." Five of the eight Field Consultants responded (Table 27), and 16 of the 20 field agents completed their evaluation forms (Table 28).

Generally it was found that Field Consultants were familiar with the project's tasks and goals, and that they maintained good lines of communication with field agents, schools and teachers, and the Center for Communication Research evaluation staff. Respondents were divided as to their opinions on the roles and constraints for implementation of testing and the difficulty of the Field Consultant tasks. Except for two respondents who felt they did not meet timeline expectations for return of Teacher Diary data, Field Consultants generally met deadlines for returning data to the Center for Communication Research. All respondents agreed that the evaluation Project Director and staff were available at all times for interaction. All respondents were pleased with their overall performances.

Field Agent Evaluation forms were similar to the Field Consultant Evaluation forms. However, their evaluation dealt mainly with self-evaluation and evaluation of the consultants who hired them. Field agent responses are recorded in Table 28.

Field agents generally made positive responses to the evaluation form. In most cases, agents were familiarized with project goals, and role and task delineations. They did note, however, that interaction with consultants was not always possible, and that testing facilities were not well located in all instances. Although survey and test instruments were received on schedule by consultants, field agents occasionally had no lead time with the materials before implementation. Generally all, but one agent, were pleased with their overall performance.

TABLE 27

FIELD CONSULTANT EVALUATION RESULTS

Evaluative Statements	Response Categories SD*	D	N	A	SA
	Number of Responses N=5				
1. I was familiarized with the overall picture of the project and its goals.	0	0	0	2	3
2. My task responsibilities were carefully delineated.	0	0	0	3	2
3. I was aware of the value of "constructive" conformity to project guidelines.	0	0	1	2	2
4. There were many rules and constraints for implementation of testing.	0	2	1	2	0
5. Hiring and training procedures for field agents were outlined clearly.	0	1	0	2	2
6. All testing, survey, and procedure materials were provided on time by the Project Director and the evaluation staff.	0	0	0	3	2
7. The tasks to be performed were very difficult.	0	2	1	2	0
8. Field agents were thoroughly trained in testing and survey techniques.	0	1	1	1	2

TABLE 27 (Continued)

Evaluative Statements	Response Categories SD*	D	N	A	SA
	Number of Responses N=5				
9. I was readily available for communication with the field agents to offer advice or to answer questions.	0	0	0	1	4
10. Cooperation of school district, schools, and teachers was good.	0	0	1	1	3
11. Teacher Diaries were distributed and periodic checks were made to insure immediate and direct feedback to the evaluators.	0	0	0	3	2
I met all timeline expectations as were outlined for:					
12. --pretest data	0	0	2	2	1
13. --parent attitude survey	0	0	0	4	1
14. --post-test data	0	0	0	4	1
15. --teacher diary	0	2	0	2	1
16. I felt my performance was in competition with the performance at other sites.	0	3	1	1	0
17. Interaction with the Project Director and evaluation staff was available at all times	0	0	0	4	1

TABLE 27 (Continued)

Evaluative Statements	SD*	D	N	A	SA
	Number of Responses N=5				
18. I felt I was my own boss; there was no double-checking of my decisions.	0	1	2	2	0
19. I was pleased with my overall performance on the project.	0	0	0	4	1

Response Categories: SD, D, N, A, SA

*SD = strongly disagree, D = disagree, N = neutral, A = agree, SA = strongly agree.

TABLE 28

FIELD AGENTS EVALUATION RESULTS

	Evaluative Statements	Response Categories				
		SD*	D	N	A	SA
		Number of Responses N=16				
1.	I was familiarized with the overall picture of the project and its goals.	0	0	2	8	6
2.	I understood the consultant's role in the evaluation of CARRASCOLENDAS.	0	0	1	11	4
3.	My task responsibilities were carefully delineated.	0	1	1	8	6
4.	Testing and interview techniques were thoroughly outlined by the consultant.	0	0	2	11	2
5.	Activities occurred in a "supportive atmosphere" (i.e. members helped each other).	0	1	1	7	7
6.	Interaction with the consultant occurred throughout testing and survey implementation.	0	1	0	11	4
7.	Testing procedures were clearly defined for scoring purposes.	0	1	1	10	4
8.	I became acquainted with the students prior to initial testing.	0	2	1	8	5

TABLE 28 (Continued)

Evaluative statements	SD*	D	N	A	SA
	Response Categories				
	Number of Responses N=16				
9. I conducted two or three test interviews for practice before testing students in the experimental and control groups.	0	0	0	9	7
10. The test and survey instruments were designed for maximum ease in scoring.	0	0	0	11	5
11. All testing and survey materials were provided on time, allowing maximum time for implementation.	0	3	2	8	3
12. Cooperation was good at schools with teachers whose classes participated in the experiment.	0 (2 no responses)	0	2	4	8
13. Testing was conducted at a location providing good facilities (little or no interruption occurred).	2	2	1	8	3
14. Testing and interview techniques were thoroughly understood before implementation.	0	0	1	8	7
15. I felt I was my own boss; there was no double-checking of my decisions.	0	1	1	10	4
16. I was pleased with my overall performance on the project.	0	1	0	12	3

*SD = strongly disagree, D = disagree, N = neutral, A = agree, SA = strongly agree.

Recommendations

In view of the large scope of the evaluation component and the early deadline for establishing test sites, most elements functioned well. The major problem of lead time to prepare sites and consultants cannot be altered due to the Public Broadcasting Service airing of the series. However, in order to minimize the differing elements between field agents and consultants, it would possibly be more effective for a member of the evaluation team to visit each site and train all field agents rather than having consultants perform this task.

Since post-testing had to be completed prior to Christmas vacation, it might be advisable to gauge gain scores of children tested on objectives presented in the first 15 or 20 programs of the series rather than the entire product. The varying opening school dates throughout the country and local holidays disallow a regularity of viewing across sites. Therefore, limiting the number of programs to be tested would provide greater uniformity without excluding viewing of subsequent programs.

Utilization Component

The Utilization Component consisted of a mail survey which was conducted to determine the extent of viewing CARRASCOLENDAS in elementary schools in the United States with a student population of 10% or more Spanish-surnamed children.

Description

The most recent national survey of public schools available as of August, 1972, was conducted in the Fall of 1970 by the Social Research Group of the George Washington University under contract with the Office for Civil Rights. That survey sampled 8,037 school districts covering 44.7% of the nation's public school districts but having an enrollment of 90.3% of the nation's public elementary and secondary pupils. This is an estimated 97.8% of the nation's public elementary and secondary pupil enrollment.[a]

The list obtained from the Social Research Group amounted to 5,277 schools having 10% or more Spanish-surnamed children in kindergarten, first, second, and third grades. The data included the name of the school, the school district, the district address, the grade levels, and the total enrollment in the school. Approximately one week after the air date of the first program in the series, each principal at the 5,277 schools was mailed a survey instrument with a letter explaining the nature and purpose of the survey (see Appendix E).

The information solicited by the survey was:

(1) number of classes in the different grade levels, the percentage of ethnic groups represented in the school, and whether they participated in a bilingual program, and were funded by Title VII or Title I;

(2) availability of CARRASCOLENDAS and plans for viewing;

(3) reasons for not viewing CARRASCOLENDAS; and,

(4) how information about the series was first available to the principal.

Three weeks later, a follow-up mailing was sent to each of the principals who had not returned the survey sheet.

The cut-off date for receipt of the Usage Survey was, for scheduling purposes, set as December 31, 1972, and 29% of the forms had been returned. Responses received in the form of a letter or postcard have been tallied, and reasons for exclusion from the results will be discussed later.

---

[a] Directory of Public Elementary and Secondary Schools in Selected Districts, U. S. Department of Health, Education, and Welfare, Office for Civil Rights, Government Printing Office, Fall 1970, p. iv.

Results

Characteristics of Responding Schools

Several questions provided a basis for identifying the characteristics of schools responding to the survey. These questions dealt with the number of classes by grade level, the percentage of ethnic representation, and the availability of bilingual programs at each school. Results are listed in Table 29 according to states.

Of schools having 10% or more Spanish-surname children, the largest number of questionnaires were mailed to those states in which test sites are located. Exceptions were Florida, Illinois, New Jersey, and New York which received more questionnaires than our test site at Michigan.

Response was generally good (29%). New York is particularly obvious in its very low response to the survey (4%), whereas at least 15% or more responses were received from all other states.

Two states have by far the largest number of kindergarten, first, and second grade classrooms--California and Texas. The total number of classes per grade level nationally was generally larger for first grade classrooms than for kindergarten or second grade, although there is less discrepancy between the number of first and second grade classes than kindergarten classes. Surprisingly, only six of the 33 respondent states show the same trend--Arizona, New Jersey, New Mexico, Texas, Utah, and Wyoming.

Of the grade levels for which CARRASCOLENDAS is geared, the largest number of schools surveyed had an average of two kindergarten classes (425), two or three first grade classes (381-383), and two or three second grade classes (392-391) viewing per school.

Ethnic percentages were broken down according to Mexican-American, Black, Anglo, and Other for tabulation. The survey instrument included the following additional ethnic groups: American Indian and Oriental. The few responses in the "other" category consisted of ethnicity

TABLE 29

CHARACTERISTICS OF THE RESPONDENT SCHOOLS

State*	Question-naires Mailed N=5277	Percentage Responding N=1502	Number of Classes Reported By Respondents			Percentage of Ethnicity of Respondents N=1502				Percentage of Respondents Having Bilingual Programs N=1502
			Grade Level**			Ethnic Groups†				
			K	1	2	M-A	B	A	O	
Arizona	162	33%	146	153	149	41%	9%	35%	15%	44%
California	2043	26	1567	1377	1329	32	6	48	14	41
Colorado	247	33	183	195	198	37	5	47	11	23
Connecticut	78	28	76	88	62	8	38	24	30	64
Delaware	1	100	6	5	5					100
District of Columbia	2	50	1	2	2	30	30	30	10	100
Florida	131	35	94	133	143	7	24	35	34	65
Idaho	21	38	2	18	16	12	0	62	26	50
Illinois	165	29	129	132	127	25	19	31	25	62
Indiana	29	24	15	20	19	26	3	41	30	29
Iowa	6	67	5	4	4	17	6	56	21	50
Kansas	35	40	34	24	27	19	6	53	22	14
Louisiana	6	17	2	3	3	1	40	40	19	100

TABLE 29 (Continued)

State*	Question-naires Mailed N=5277	Percentage Responding N=1502	Number of Classes Reported By Respondents			Percentage of Ethnicity of Respondents N=1502				Percentage of Respondents Having Bilingual Programs N=1502
			Grade Level**			Ethnic Groups†				
			K	1	2	M-A	B	A	O	
Maryland	4	50%	7	7	7	0%	28%	17%	55%	50%
Massachusetts	59	9	10	16	16	0	2	7	91	80
Michigan	84	20	45	42	39	20	10	56	14	24
Minnesota	9	44	7	9	10	22	1	32	45	75
Montana	5	40	0	2	2	26	6	20	48	0
Nebraska	12	17	2	3	3	30	1	67	2	50
Nevada	12	67	20	21	23	20	9	49	22	75
New Jersey	158	16	83	102	94	4	24	13	59	58
New Mexico	268	29	79	186	182	55	3	25	17	49
New York	420	4	72	59	58	2	38	13	47	75
Ohio	43	26	21	26	26	14	8	54	24	27
Oklahoma	11	27	1	4	4	15	15	69	1	33
Oregon	11	36	7	4	3	41	3	23	33	25
Pennsylvania	43	28	32	41	43	9	22	29	40	83
Rhode Island	1	100	6	5	4	0	44	56	0	100
Texas	1081	41	792	1286	1224	50	8	31	11	44
Utah	38	61	49	54	53	24	5	54	17	22

TABLE 29 (Continued)

State[*]	Questionnaires Mailed N=5277	Percentage Responding N=1502	Number of Classes Reported By Respondents			Percentage of Ethnicity of Respondents N=1502				Percentage of Respondents Having Bilingual Programs N=1502
			Grade Level[**]			Ethnic Groups[†]				
			K	1	2	M-A	B	A	O	
Washington	40	20%	18	19	13	33%	1%	50%	16%	50%
Wisconsin	30	30	37	19	19	23	22	40	15	44
Wyoming	22	27	5	12	9	28	2	30	40	0

[*] States excluded did not have schools with 10% or more Spanish-surname children. (Alabama, Alaska, Arkansas, Georgia, Kentucky, Maine, Mississippi, Missouri, New Hampshire, North Carolina, North Dakota, South Carolina, South Dakota, Tennessee, Vermont, Virginia, and West Virginia.)

[**] Grade levels: K = kindergarten, 1 = first grade, 2 = second grade.

[†] Ethnic groups: M-A = Mexican-American, B = Black, A = Anglo, O = Other.

specified as Puerto Rican and Cuban. The three categories were combined since 50% or more were reported under the three ethnic groups mentioned previously (exceptions--Maryland, Massachusetts, and New Jersey). Only four states (Arizona, New Mexico, Oregon, and Texas) reported a majority of Mexican-Americans over other ethnic groups. Almost half (16) of the states show a majority of Anglo representation in the schools. No state reported a majority of Blacks in the schools, although eight states list a majority of representation in the "other" category (Maryland, Massachusetts, Minnesota, Montana, New Jersey, New York, Pennsylvania, and Wyoming).

All but three states (Kansas, Montana, and Wyoming) reported bilingual programs in 22% or more schools. On a national scale (N=1502), 44% of the respondents participated in a bilingual program; 54% had no bilingual program; and 2% gave no response.

Title VII funded 15%, and Title I funded 26% of these school programs (N=1502). The remaining 59% either received no support or did not respond to the question.

Availability of CARRASCOLENDAS and Viewing Plans

As to the availability of viewing CARRASCOLENDAS in the area, 336(22%) responded that the series was available. However, the largest response category was from those who did not know if the series was available (778, 52%). CARRASCOLENDAS was not available at 352 schools (23%) and 3% made no response. (See Table 30 for comparison between states.)

Only two states had a 100% response that CARRASCOLENDAS was available. These states, however, only had a total of five schools included in the survey sample (Louisiana, 1; Oregon, 4). The largest response indicating program availability was from Texas with 202 schools responding positively. Texas accounts for 13% of the 22% national response as to availability of the series.

The largest response (720), almost 50%, regarding plans for viewing CARRASCOLENDAS was in the "don't know" category. Over 25% of the respondents did not plan to view, and 5% made no response.

TABLE 30

USAGE OF CARRASCOLENDAS

State*	Number of Respondents N=1502	Number of Responses As to Availability of CARRASCOLENDAS				Number of Schools Viewing CARRASCOLENDAS			
		Yes	No	Don't know	No Response	Yes	No	Don't know	No Response
Arizona	54	8	13	33	0	6	22	24	2
California	539	50	123	358	8	55	161	299	24
Colorado	82	15	23	41	3	17	18	40	7
Connecticut	22	1	5	16	0	3	5	14	0
Delaware	1	0	0	1	0	0	1	0	0
District of Columbia	1	0	0	1	0	1	0	0	0
Florida	46	11	16	17	2	5	14	23	4
Idaho	8	2	2	4	0	3	1	4	0
Illinois	47	7	3	35	2	9	9	25	4
Indiana	7	0	3	4	0	0	2	4	1
Iowa	4	1	1	2	0	1	1	1	1
Kansas	14	0	5	7	2	1	3	9	1
Louisiana	1	1	0	0	0	0	1	0	0
Maryland	2	0	1	1	0	0	1	1	0
Massachusetts	5	0	1	4	0	0	1	4	0
Michigan	17	4	3	10	0	2	4	10	1
Minnesota	4	0	0	4	0	0	0	4	0
Montana	2	0	1	1	0	0	1	1	0

TABLE 30 (Continued)

State*	Number of Respondents N=1502	Number of Responses As to Availability of CARRASCOLENDAS				Number of Schools Viewing CARRASCOLENDAS			
		Yes	No	Don't know	No Response	Yes	No	Don't know	No Response
Nebraska	2	0	2	0	0	0	1	1	0
Nevada	8	6	2	0	0	1	3	4	0
New Jersey	26	1	7	18	0	9	1	14	2
New Mexico	77	14	33	28	2	17	18	35	7
New York	16	0	6	10	0	0	6	8	2
Ohio	11	2	3	6	0	0	2	9	0
Oklahoma	3	0	1	1	1	0	1	2	0
Oregon	4	4	0	0	0	2	1	1	0
Pennsylvania	12	1	4	7	0	1	2	8	1
Rhode Island	1	0	0	1	0	0	0	0	1
Texas	440	202	76	146	16	163	101	153	23
Utah	23	3	11	9	0	1	10	11	1
Washington	8	0	3	5	0	0	4	4	0
Wisconson	9	3	1	5	0	1	2	5	1
Wyoming	6	0	3	3	0	0	3	2	1

*States excluded did not have schools with 10% or more Spanish-surname children. (Alabama, Alaska, Arkansas, Georgia, Kentucky, Maine, Mississippi, Missouri, New Hampshire, North Carolina, North Dakota, South Carolina, South Dakota, Tennessee, Vermont, Virginia, and West Virginia.)

It should be noted that of those respondents knowing that CARRASCOLENDAS was available in their area, 88% planned to view the series.

In only three states--Louisiana, Oregon, and Texas--more respondents planned to view CARRASCOLENDAS than not. However, only in Texas did the response amount to a large percentage of schools planning to view. In all, 20% of the national response indicated that they planned to view the series.

Information regarding the actual number of classes viewing the series, or planning to view, was elicited. However, respondents often checked a grade level without specifying the number of classes per grade level which would be viewing CARRASCOLENDAS. In those cases, evaluators scored one class per grade level although it might be possible that more than one class per grade level actually viewed the series. The number of classes by grade level viewing the series are indicated in Table 31.

TABLE 31

NUMBER OF CLASSES VIEWING CARRASCOLENDAS
ACCORDING TO GRADE LEVEL

Grade Level	Number of Classes Viewing
Kindergarten	400
First Grade	424
Second Grade	349
Third-Sixth Grades	440
Seventh-Twelfth Grades	7

The total number of classes viewing CARRASCOLENDAS at the kindergarten, first, and second grade levels is 1,173; the total for other grade levels is 447. Teacher Attitude Questionnaire results indicate that the majority of classes range from 21 - 30 pupils. This would then lead one to assume that the number of pupils viewing the series would range from 24,633 to 35,190 in kindergarten, first, and second grades. An additional 9,387 to 13,410 pupils in higher grade levels viewed the series.

Reasons for Not Viewing

Reasons given for not viewing the series varied, but the one given most often was "never having heard of it before." (Table 32.)

TABLE 32

REASONS FOR NOT VIEWING SERIES

Reasons	Percentage Indicating Each Reason N=1502
Never heard of it before	42%
No television available	12
Not available in area	16
No television cable	10
Bad reception	3
No Spanish taught in school	11
Not interested	1
Schedule conflict	3
Other reasons	5

Most respondents gave only one reason for not viewing, but many did score more than one response. All comments were tabulated. However, it is obvious that the majority (42%) had never head of the series and were therefore not viewing CARRASCOLENDAS.

Method of Information about Series

In order to assess reasons for not viewing, as well as reasons for viewing, information was requested as to the method by which schools learned about the series. The largest response was marked as "other" (741, 49%) listing the letter attached to the survey as the means of information. Information received by additional means are listed as follows in Table 33.

TABLE 33

SOURCES OF INFORMATION ON AVAILABILITY OF SERIES

Sources of Information	Percentage Indicating Each Reason N=1502
Superintendent's office	8%
Other principals	2
Bilingual Coordinator	8
Teacher	4
Radio	1
Newspaper	4
Television	6
Magazine	2
Other	49

In comparing results of the Utilization Survey with information received from the Public Broadcasting Service, the following states, which did not fall in our survey category of having 10% or more Spanish-surname children per school, were airing the series: Arkansas, North Carolina, Tennessee, Virginia, and Guam.

Although not mentioned in the Public Broadcasting Service information, according to the Utilization Survey, the following states had at least one or more classes viewing

CARRASCOLENDAS: District of Columbia, Iowa, Nevada, Oregon, and Wisconsin.

Responses were received from an additional 110 schools before December 31, 1972. Reasons for excluding these responses from the results are as follows:

Reasons	Number of Responses
State not identified	17
Missing information	18
School name not matched to address list	9
Response regarded district statistics	7
Response by means of letter or postcard	38
Response to follow-up mailing stating no receipt of survey	21

Since January 1, 1973, only ten additional responses to the survey were received, and were not coded or included in the results.

Recommendations

The proposal for 1972-1973 to the Office of Education stated that "publicity campaigns on a national scale will be conducted as a joint effort of the Education Service Center, KLRN, and the Public Broadcasting Service. In addition, the Education Service Center will continue to perform intensive publicity activities with educators in the KLRN viewing area."

The Education Service Center mailed 2,000 of the summary evaluation brochures with an attached memorandum including information about Teacher Guides to all bilingual directors, Title VII and Title I directors, state teachers associations, state migrant directors, Catholic Diocese superintendents, Head Start and Kindergarten state directors, and editors of Spanish language newspapers. Workshops have been conducted at most test sites, with emphasis in conducting workshops within the KLRN viewing area.

KLRN also distributed evaluation summary brochures (1,000) to all Public Broadcasting Service station managers, as well as to 82 newspapers and magazines. The summary brochure was included in a publicity packet composed of letters, news articles, and publicity photographs.

The Public Broadcasting Service communicates with all its licensees (147 with 233 transmitters) via a teletypewriter memorandum to inform all stations of available programs. Their public information department follows this up with written descriptions of available programs.

Although publicity has increased considerably since last year, it has not grown in proportion to the available viewing audience. School districts were contacted only through their bilingual project directors, and in most cases school district superintendents as well as school principals had never heard of CARRASCOLENDAS. This was particularly obvious as a result of the Utilization Survey where principals remarked that the survey was the first means whereby they learned about the series.

It is particularly interesting to note that at one test site, Los Angeles, the consultant Ramiro García, a bilingual project director, worked closely with the school district and school principals. As a result, the series is being incorporated into the Los Angeles Unified School District's bilingual program. CARRASCOLENDAS *Teacher Guides* are being revised to include the regular bilingual curriculum for Los Angeles schools. Therefore, after initial viewing of the series, the city with the largest Mexican-American population in the United States will be including CARRASCOLENDAS as a regular portion of the bilingual instructional program.

The availability of teacher workshops in the KLRN viewing area and publicity during the past three years has increased viewing in Texas. If workshops were conducted on a national basis to provide information about CARRASCOLENDAS, possibly a greater use of the series would be made.

In order for CARRASCOLENDAS to achieve maximum use by Mexican-Americans throughout the United States, it is recommended that publicity be increased and include all school districts in the United States. A greater effort to publicize the series in such a manner as to inform Mexican-Americans about the programs and their content should be made.

APPENDIXES

APPENDIX A

SUMMARY OF CARRASCOLENDAS III PROGRAMS

SUMMARY OF CARRASCOLENDAS III PROGRAMS

The 30 programs of the CARRASCOLENDAS series were outlined to demonstrate the use of the variety of television techniques employed in each program.

The format of each program was varied since segments were not presented in the same order or technique. Animation segments which dealt exclusively with Phoneme/Grapheme relationships in Spanish were always repeated in the same program in which they were initially presented.

Each program lists the television technique employed, the content area (Self Concept, SC; History and Culture, HC; Phoneme/Grapheme, P/G; English Language Skils, E; Spanish Language Skills, Sp; Math, M; Science, S), the language (Spanish, S; English, E) in which it was treated, and the length of the segment. Repetition of any segment is shown in parentheses with the total time included.

A description of the television techniques employed follows:

Animation - Animated cartoon segments presented letter and word concepts in Spanish. Two to three words were introduced with special emphasis on the Phoneme/Grapheme relationship of the letter in the initial position. Each segment was one minute long and appeared twice in one program, generally with a total of four presentations in the series.

Dramatic - Humorous skits were enacted by a variety of characters who presented, demonstrated, and/or reinforced instructional concepts. These segments generally ranged from two to four minutes in length. Characters appearing in these segments were: Miss Barrera, Sr. Villarreal, Agapito (a lion), The Professor, Marieta, Mr. Riley, Cuca, Skip, Tina, Pirulín, Millie, and Tillie. Also included in this section are marionette segments having from one to four fanciful characters as dancing marionettes with Herman as the principal marionette.

Cameo - These are brief segments generally used in the presentation of Language Skills and Math concepts. The evaluation team grouped five areas under this heading:

1. Guest Appearances - Children and adults depicted certain concepts. Occasionally clowns were also used.

2. Flower Wall - Characters appeared simultaneously or alternately in short segments from four round openings in a wall of large, colorful flowers.

3. Camera Cards - These are illustration cards with drawings or numbers used to explain concepts presented by characters, clowns, and guests.

4. Mag Board - Segments employed a magnetic board and characters or children to reinforce language skills by using objects, letters, and words.

5. Dance Freeze - Characters dance until music stops and present a riddle or rhyme.

Puppet - Large puppets, each requiring two persons for manipulation, presented and reinforced concepts in a humorous fashion. Four puppets were used throughout the series. Two were English-speaking (Willy and Sam) and two were Spanish-speaking (Tacho y Nacho).

Concentration Board - A large board composed of 49 squares (each 7" by 7") was used for the presentation and reinforcement of vocabulary and Math concepts. The blank squares flip to reveal drawings, letters, or numbers.

Song - Songs were musical segments of one and one-half to two and one-half minutes duration performed by CARRASCOLENDAS characters and/or guests. Songs were used for the presentation of cultural items and Language Skills.

Film - Varied excursions were filmed to broaden the child's out-of-classroom horizons. Thirty different films treated such topics as a trip to the zoo or to camp. Most films were of a documentary nature although some employed studio techniques or a combination of studio and "outside" filming.

The 30 program summaries follow.

PROGRAM 1

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/a/ A (2)	P/G	S	2:00
DRAMATIC			
Agapito Gets Lost	E & SC	E	3:07
Agapito Gets Lost - Follow up #1 & 2	E & SC	E	3:40
La Vieja Inés	HC	S	:53
Who Are You?	SC	E	3:19
CAMEO			
/a/ A	P/G	S	1:01
The Set Concept	M	S	1:09
PUPPET			
Where Are You Going?	None	E	2:19
Attitude Towards Inquiry	SC	S	2:41
CONCENTRATION BOARD			
(not used)			
SONG			
AEIOU	P/G	S	1:24
The Bus	None	E	1:30
La Vieja Inés	HC	S	1:44
FILM			
Families	SC	E	3:00

PROGRAM 2

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/e/ E (2)	P/G	S	2:02
/a/ A (Repeat)	P/G	S	1:00
DRAMATIC			
The Move	S & SC	E	2:59
Thomas, Thomas (Introduction)	E	E	1:22
The Sack Race	E	E	5:05
CAMEO			
CARRASCOLENDAS Drill #2	None	S	:45
/e/ E	P/G	S	:56
Opposites	Sp	S	1:30
Comparing Sets -			
Greater than	M	S	:34
Less than	M	S	:34
Dance Freeze #10	HC	S	:30
PUPPET			
(not used)			
CONCENTRATION BOARD			
Opposites	Sp	S	2:00
SONG			
La Víbora	HC	S	1:30
Thomas, Thomas	E	E	1:45
The Hokey Pokey	None	E	2:02
FILM			
Manuel's Island	S	E	2:59

PROGRAM 3

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/a/ A (Repeat)	P/G	S	1:00
/e/ E (Repeat)	P/G	S	1:01
DRAMATIC			
CARRASCOLENDAS Drill	None	E	1:31
Cascarones	HC	S	2:23
Agapito Visits Herman	SC	E	3:24
Place Names	HC	E	1:23
The Torn Pants	E	E	2:01
CAMEO			
/i/ I	P/G	S	1:10
Selecting Sets	M	S	:36
Dance Freeze #4,7,8,10	HC	S	2:00
Child Cameo #5 - AEIOU, el burro sabe más que tú	HC	S	:05
Child Cameo #6 A, el burro ya se va	HC	S	:25
PUPPETS			
Planning Ahead (Cascarones)	HC & SC	E	2:16
CONCENTRATION BOARD			
(not used)			
SONG			
San Serafín	HC	S	2:11
Look At Me	E	E	1:30
AEIOU (Repeat)	P/G	S	1:24
FILM			
Transportation	S	E	2:58

PROGRAM 4

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/o/ O (2)	P/G	S	2:00
/e/ E (Repeat)	P/G	S	1:01
DRAMATIC			
The Jumping Bean Intro	E	E	1:16
Anger and Hate	SC	E	2:29
Agapito Learns La Raspa	HC	S	4:15
CAMEO			
/o/ O	P/G	S	:50
Matching Sets & Numerals	M	S	:30
Dance Freeze #4,6,7,8,9	HC	S	2:30
Child Cameo #5,6 (Repeat)	HC	S	:30
PUPPET			
Si No Sabes, Pregunta (Cascarones)	SC	S	2:17
CONCENTRATION BOARD			
(not used)			
SONG			
The Jumping Bean	E	E	1:17
La Vieja Inés (Repeat)	HC	S	1:44
Manzanita Roja	Sp & E	E/S	1:44
Thomas, Thomas (Repeat)	E	E	1:45
FILM			
Going to Camp	SC	E	3:00

PROGRAM 5

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/u/ U (2)	P/G	S	2:00
/o/ O (Repeat)	P/G	S	1:00
DRAMATIC			
Riddles Without Answers	HC	S	1:16
The Two Clowns	S	E	3:02
CAMEO			
/u/ U	P/G	S	:49
One to One	M	S	:26
Child Cameo #1 - Redondito, redondón	HC	S	:05
Adult Cameo #1 - El Anillo (The Ring)	HC	S	:20
Dance Freeze #6, 9	HC	S	1:00
Child Cameo #2 - Una vieja larga y seca	HC	S	:05
Adult Cameo #2 - La Vela (The Candle)	HC	S	:16
Child Cameo #3 - Oro no es	HC	S	:05
Adult Cameo #3 - El Plátano (The Banana)	HC	S	:25
PUPPET			
Worn Out	SC	E	2:40
CONCENTRATION BOARD			
Use of "An"	E	E	1:45
SONG			
Juego Limpio	HC	S	1:30
San Serafín (Repeat)	HC	S	2:11
Can You Do?	S	E	2:30
Naricita, Naricita	S	S	1:31
The Bus (Repeat)	None	E	1:22
FILM			
Fire	None	E	3:00

PROGRAM 6

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/m/ M (2)	P/G	S	2:00
/o/ O (Repeat)	P/G	S	1:00
/u/ U (Repeat)	P/G	S	1:00
DRAMATIC			
Riddles	HC	S	3:45
Hickory, Dickory Intro	E	E	1:47
Tina Learna La Raspa	HC	E	1:42
CAMEO			
/m/ M	P/G	S	:55
Equivalent Sets	M	S	:34
Dance Freeze #14	HC	S	:30
Adult Cameo #4 - La Navaja (The Knife)	HC	S	:27
PUPPET			
Tacho's In Love	SC & Sp	S	2:41
CONCENTRATION BOARD			
(not used)			
SONG			
AEIOU (Repeat)	P/G	S	1:24
Hickory, Dickory, Dock	E	E	1:43
Look At Me (Repeat)	E	E	1:30
Hokey Pokey (Repeat)	None	E	2:02
La Víbora (Repeat)	HC	S	1:30
FILM			
The Zoo	S	E	2:59

PROGRAM 7

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/s/ S (2)	P/G	S	2:00
/u/ U (Repeat)	P/G	S	1:00
/m/ M (Repeat)	P/G	S	1:00
DRAMATIC			
The Ice	S	E	4:23
The Ice, Follow-up #1	S	E	1:00
The Ice, Follow-up #2	S	E	1:05
CAMEO			
/s/ S	P/G	S	:55
Equivalent and Non-Equivalent Sets	M	S	:57
Adult Cameo #2 - (Repeat)	HC	S	:16
Dance Freeze #11	HC	S	:30
PUPPET			
Scary Noises	E	E	2:08
CONCENTRATION BOARD			
(not used)			
SONG			
If You're Happy	SC	E	2:11
The Jumping Bean (Repeat)	E	E	1:17
Tengo Una Muñeca	HC	S	1:31
Can You Do? (Repeat)	S	E	2:30
Thomas, Thomas (Repeat)	E	E	1:45
FILM			
Changes	S	E	3:00

PROGRAM 8

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/t/ T (2)	P/G	S	2:00
/m/ M (Repeat)	P/G	S	1:00
/s/ S (Repeat)	P/G	S	1:00
DRAMATIC			
Rooms of the House	Sp	S	3:42
Questions	E	E	2:15
CAMEO			
/t/ T	P/G	S	:55
Body Parts	M	S	:24
Cuatro Agapitos	M	S	:45
Dance Freeze #13	HC	S	:30
Child Cameo #3 - (Repeat)	HC	S	:05
PUPPET			
I Forgot	SC	S	1:52
CONCENTRATION BOARD			
(not used)			
SONG			
Cinco Elefantitos	M	S	1:55
La Vieja Inés (Repeat)	HC	S	1:44
Hickory, Dickory Dock (Repeat)	E	E	1:43
Maw and Paw	E	E	1:37
Juego Limpio (Repeat)	HC	S	1:30
Look At Me (Repeat)	E	E	1:30
FILM			
Making A House	S	E	2:59

PROGRAM 9

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/l/ L (2)	P/G	S	2:00
/t/ T (Repeat)	P/G	S	1:00
/s/ S (Repeat)	P/G	S	1:00
DRAMATIC			
Whose Turn Is It?	HC & SC	S	1:58
Busy Bees Intro	E	E	1:52
Big and Little	E	E	2:26
CAMEO			
/l/ L	P/G	S	1:02
First, Second, Third	M	S	:45
Adult Cameo #1 - (Repeat)	HC	S	:20
Child Cameo #8 - Pin, marín	HC	S	:05
Child Cameo #7 - ¡Qué bien te ves!	HC	S	:05
Child Cameo #4 - ABC, la becerra se me fue	HC	S	:05
Child Cameo #9 - Allá está la luna	HC	S	:05
Dance Freeze #1,2,3,5,12	HC	S	2:30
PUPPET			
The Fence	S	E	2:21
CONCENTRATION BOARD			
(not used)			
SONG			
Naricita, Naricita (Repeat)	S	S	1:31
The Busy Bees	E	E	1:08
San Serafín (Repeat)	HC	S	2:11
The Hokey Pokey (Repeat)	None	E	2:02
FILM			
The Sheep Ranch	SC	E	3:00

PROGRAM 10

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/rr/ R (2)	P/G	S	2:00
/rr/ RR (2)	P/G	S	2:00
DRAMATIC			
The Magicians	E	E	2:36
The Piñata	HC & SC	E/S	2:35
Luke, the Cook Intro	E	E	1:38
CAMEO			
/rr/ R	P/G	S	1:02
/rr/ RR	P/G	S	:25
Numbered Dots - (Top)	M	S	:30
Adult Cameo #3,4 - (Repeat)	HC	S	:52
Dance Freeze #13, 14	HC	S	1:00
R (rosa)	P/G	S	:41
RR (carro)	P/G	S	:47
PUPPET			
(not used)			
CONCENTRATION BOARD			
/rr/ R (rosa, carro)	P/G	S	:25
SONG			
Tengo una Muñeca (Repeat)	HC	S	1:31
La Víbora (Repeat)	HC	S	1:30
The Jumping Bean (Repeat)	E	E	1:17
Luke the Cook	E	E	2:20
AEIOU (Repeat)	P/G	S	1:24
FILM			
Making Piñatas	HC	E	3:00

PROGRAM 11

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/p/ P (2)	P/G	S	2:00
/t/ T (Repeat)	P/G	S	1:00
/l/ L (Repeat)	P/G	S	1:00
DRAMATIC			
Gossip	E	E	1:31
Making Tortillas	HC	S	3:02
Building a Seesaw	S	E	3:33
CAMEO			
/p/ P	P/G	S	:55
The Onion Chef			
> Symbol	M	S	:45
PUPPET			
Corn on the Cob?	None	S	2:00
CONCENTRATION BOARD			
(not used)			
SONG			
Juanetín, Juanete	S	S	1:30
Cinco Elefantitos (Repeat)	M	S	1:55
Stand Everybody	S	E	1:27
Look at Me (Repeat)	E	E	1:30
The Bus (Repeat)	None	E	1:22
The Busy Bees (Repeat)	E	E	1:08
FILM			
Corn	None	E	2:56

PROGRAM 12

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/n/ N (2)	P/G	S	2:00
/rr/ R (Repeat) (2)	P/G	S	2:00
/p/ P (Repeat)	P/G	S	1:00
DRAMATIC			
Agapito's Birthday	SC	E	2:31
A Bit of a Beat Intro	E	E	1:16
Carnicero/Carnicería	Sp	S	1:30
CAMEO			
/n/ N	P/G	S	:53
Onion Chef <Symbol	M	S	:45
Dance Freeze #3,5,11	HC	S	1:30
Child Cameo #2,4,8 (Repeat)	HC	S	:15
PUPPET			
Sam the Cook	E	E	2:09
CONCENTRATION BOARD			
(not used)			
SONG			
Naricita, Naricita (Repeat)	S	S	1:31
A Bit of A Beat	E	E	1:59
Thomas, Thomas (Repeat)	E	E	1:45
Maw and Paw (Repeat)	E	E	1:37
Manzanita Roja (Repeat)	Sp & E	E/S	1:44
FILM			
San Antonio	HC	E	2:59

PROGRAM 13

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/d/ D (2)	P/G	S	2:00
/p/ P (Repeat)	P/G	S	1:00
/n/ N (Repeat)	P/G	S	1:00
DRAMATIC			
Panadero/Panadería	Sp	S	1:30
Chato el Pato	SC	S	3:07
Whose Is It?	E	E	2:26
CAMEO			
/d/ D	P/G	S	:57
Adult Cameo #3 - (Repeat)	HC	S	:25
Dance Freeze #2	HC	S	:30
PUPPET			
Willy the Cook	E	E	2:10
CONCENTRATION BOARD			
(not used)			
SONG			
Luke the Cook (Repeat)	E	E	2:20
La Vieja Inés (Repeat)	HC	S	1:44
B/V Song	E	E	2:07
Juego Limpio (Repeat)	HC	S	1:30
Hickory, Dickory, Dock (Repeat)	E	E	1:43
FILM			
The Potter	S	E	3:00

PROGRAM 14

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/f/ F (2)	P/G	S	2:00
/n/ N (Repeat)	P/G	S	1:00
/d/ D (Repeat)	P/G	S	1:00
DRAMATIC			
Boticario/Botica	Sp	S	1:04
Shoeshine Charlie Intro	E	E	1:08
Shoeshine Charlie Close	E	E	1:21
The Radio	E	E	3:06
CAMEO			
/f/ F	P/G	S	1:04
Onion Chef - Missing Number 3	M	S	1:13
PUPPET			
Empty and Full	S	E	3:15
CONCENTRATION BOARD			
Use of An	E	E	1:45
SONG			
San Serafín (Repeat)	HC	S	2:11
Shoeshine Charlie	E	E	1:33
Tengo una Muñeca (Repeat)	HC	S	1:31
The Jumping Bean (Repeat)	E	E	1:17
FILM			
The Circus	S	E	3:00

PROGRAM 15

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/b/ B (2)	P/G	S	2:00
/b/ V (2)	P/G	S	2:00
DRAMATIC			
Magnets Move Objects	S	E	3:07
Sea Chanty Intro	E	E	1:22
Taking Turns	SC	E	2:15
CAMEO			
/b/ B	P/G	S	:55
/b/ V	P/G	S	1:11
Counting-Jumping	M	S	:10
Counting-Clapping	M	S	:12
Child Cameo #1,7,9	H/C	S	:15
Dance Freeze #1	H/C	S	:30
B (burro)	P/G	S	:47
V (vaca)	P/G	S	:50
PUPPET			
The Compass	S	S	1:50
CONCENTRATION BOARD			
B/V (burro, vaca)	P/G	S	:23
SONG			
Cinco Elefantitos (Repeat)	M	S	1:55
AEIOU (Repeat)	P/G	S	1:24
Sea Chanty	E	E	1:30
The Busy Bees (Repeat)	E	E	1:08
FILM			
Magnets	S	E	2:59

PROGRAM 16

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/k/ C (2)	P/G	S	2:00
/k/ QU (2)	P/G	S	1:40
/f/ F (Repeat)	P/G	S	1:00
DRAMATIC			
The Earth and the Orange	S	E	3:25
Everybody Goes Shopping	Sp	S	1:31
CAMEO			
/k/ C	P/G	S	1:01
/k/ QU	P/G	S	:30
Numbered Dots - Star	M	S	:30
Child Cameo #5 - (Repeat)	HC	S	:05
Dance Freeze #12	HC	S	:30
PUPPET			
Front and Back	S	E	1:59
CONCENTRATION BOARD			
(not used)			
SONG			
The Hokey Pokey (Repeat)	None	E	2:02
Can You Do? (Repeat)	S	E	2:30
Manzanita Roja	Sp & E	E/S	1:44
The World Is Round	S	E	1:44
A Bit of a Beat (Repeat)	E	E	1:59
FILM			
The Barber	S	E	3:00

PROGRAM 17

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/k/ K (2)	P/G	S	1:32
/k/ QU (Repeat)	P/G	S	:50
/k/ C (Repeat)	P/G	S	1:00
DRAMATIC			
The Bridge	S	E	3:06
CAMEO			
/k/ K	P/G	S	:29
Adult Cameo #2 - (Repeat)	HC	S	:16
Dance Freeze #4,7	HC	S	1:00
C (casa)	P/G	S	:47
QU (queso)	P/G	S	:43
K (kiosco)	P/G	S	:45
PUPPET			
Tacho and Pancracia	HC & SC	S	1:57
CONCENTRATION BOARD			
C/QU/K (casa, queso, kiosco)	P/G	S	:41
SONG			
Juanetín, Juanete (Repeat)	S	S	1:30
More Than One	E	E	2:00
If You're Happy (Repeat)	SC	E	2:11
The Bus (Repeat)	None	E	1:22
Luke the Cook (Repeat)	E	E	2:20
La Víbora (Repeat)	HC	S	1:30
FILM			
The Horse	S	E	3:19

PROGRAM 18

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/g/ G (2)	P/G	S	2:02
/g/ GU (2)	P/G	S	2:02
DRAMATIC			
Sticky, Sticky	S	E	2:05
Buying Shoes	E	E	3:17
Traffic Safety Rules	None	E	:55
CAMEO			
/g/ G	P/G	S	:48
/g/ GU	P/G	S	:29
Little Puppies	M	S	:11
Dance Freeze #6,10	HC	S	1:00
Adult Cameo #3 - (Repeat)	HC	S	:25
The Clowns Add	M	S	1:06
PUPPET			
(not used)			
CONCENTRATION BOARD			
(not used)			
SONG			
Juego Limpio (Repeat)	HC	S	1:30
Sea Chanty (Repeat)	E	E	1:30
La Luz Roja	None	S	2:20
Shoeshine Charlie (Repeat)	E	E	1:33
Look At Me (Repeat)	E	E	1:30
Maw and Paw (Repeat)	E	E	1:37
FILM			
Making Honey	None	E	3:00

PROGRAM 19

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/gw/ GÜ (2)	P/G	S	1:22
/g/ G (Repeat)	P/G	S	1:01
DRAMATIC			
The Falling Ball	S	S	3:58
In/On	E	E	1:18
CAMEO			
/gw/ GÜ	P/G	S	:19
Disappearing Balloons (2)	M	S	:35
Subtracting Lights	M	S	:33
Adult Cameo #1,4 - (Repeat)	HC	S	:47
Dance Freeze #5,8,9,11,13	HC	S	2:30
PUPPET			
Willy and Gravity	S	E	2:17
CONCENTRATION BOARD			
(not used)			
SONG			
The World is Round (Repeat)	S	E	1:44
Stand Everybody Side by Side (Repeat)	S	E	1:27
Naricita, Naricita (Repeat)	HC	S	1:31
La Vieja Inés (Repeat)	HC	S	1:44
B/V Song (Repeat)	E	E	2:07
FILM			
The Truck	S	E	2:59

PROGRAM 20

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/y/ Y (2)	P/G	S	1:28
/y/ LL (2)	P/G	S	2:00
DRAMATIC			
The Thermometer	S	S	2:49
The Seesaw	S	E	3:02
CAMEO			
/y/ Y	P/G	S	:32
/y/ LL	P/G	S	:41
The Clowns Subtract	M	S	1:05
Dance Freeze #1,3,12,14	HC	S	2:00
PUPPET			
The Use of ü	P/G	S	1:36
CONCENTRATION BOARD			
(not used)			
SONG			
Tengo Una Muñeca (Repeat)	HC	S	1:31
A Bit of a Beat (Repeat)	E	E	1:59
Hickory, Dickory, Dock (Repeat)	E	E	1:43
La Luz Roja (Repeat)	None	S	2:20
Thomas, Thomas (Repeat)	E	E	1:45
FILM			
Playing Baseball	SC	E	3:00

PROGRAM 21

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/y/ HI (2)	P/G	S	2:00
/y/ Y (Repeat)	P/G	S	:44
/y/ LL (Repeat)	P/G	S	1:00
DRAMATIC			
The Scale	S	E	4:45
The Scale Follow-up	S	E	:26
Opposites	E	E	:56
CAMEO			
/y/ HI	P/G	S	:34
Dance Freeze #2,4,10	HC	S	1:30
Adult Cameo #2 - (Repeat)	HC	S	:16
Y (yegua)	P/G	S	:53
LL (llave)	P/G	S	:49
HI (hielo)	P/G	S	:49
PUPPET			
(not used)			
CONCENTRATION BOARD			
Y/LL/HI (yegua, llave, hielo)	P/G	S	:40
SONG			
San Serafín (Repeat)	HC	S	2:11
Shoeshine Charlie (Repeat)	E	E	1:33
More Than One (Repeat)	E	E	2:00
Juanetín, Juanete (Repeat)	S	S	1:30
The Jumping Bean (Repeat)	E	E	1:17
FILM			
The Puppeteer	S	E	3:30

PROGRAM 22

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/∅/ H (2)	P/G	S	2:00
/č/ CH (2)	P/G	S	2:00
DRAMATIC			
Who Did It?	E	E	4:54
CAMEO			
/∅/ H	P/G	S	:34
/č/ CH	P/G	S	1:04
Playing Marbles	M	S	1:13
Missing Addend	M	S	1:36
Dance Freeze #6,7	HC	S	1:00
Child Cameo #4 - (Repeat)	HC	S	:05
PUPPET			
Who Is Nacho?	HC	S	1:38
CONCENTRATION BOARD			
(not used)			
SONG			
Cinco Elefantitos (Repeat)	M	S	1:55
Stand Everybody (Repeat)	S	E	1:27
The World Is Round (Repeat)	S	E	1:44
The Busy Bees (Repeat)	E	E	1:08
The Hokey Pokey (Repeat)	None	E	2:02
FILM			
Who Am I?	SC	E	2:59

PROGRAM 23

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/s/ Z (2)	P/G	S	2:00
/ø/ H (Repeat)	P/G	S	1:00
/č/ CH (Repeat)	P/G	S	1:00
DRAMATIC			
The Doctor's Office	S	S	2:43
The Census Taker	Sp	S	2:53
CAMEO			
/s/ Z	P/G	S	:49
Follow the Pattern	M	S	:44
Dance Freeze #5,8,13,14	HC	S	2:00
Adult Cameo #1 - (Repeat)	HC	S	:20
Child Cameo #6 - (Repeat)	HC	S	:25
PUPPET			
The Barbecue	HC	E	2:19
CONCENTRATION BOARD			
(not used)			
SONG			
La Víbora (Repeat)	HC	S	1:30
If You're Happy (Repeat)	SC	E	2:11
Manzanita Roja (Repeat)	Sp & E	E/S	1:44
Sea Chanty (Repeat)	E	E	1:30
The Bus (Repeat)	None	E	1:22
FILM			
Professions	S	E	2:57

PROGRAM 24

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/s/ C (2)	P/G	S	2:00
/s/ S (Repeat)	P/G	S	1:00
/s/ Z (Repeat)	P/G	S	1:00
DRAMATIC			
Frankie Flies South	SC	E/S	3:45
CAMEO			
/s/ C	P/G	S	:42
Missing 6, 4, 9	M	S	1:10
Adult Cameo #3 - (Repeat)	HC	S	:25
Child Cameo #3, 9 - (Repeat)	HC	S	:10
S (sapo)	P/G	S	:45
Z (zorra)	P/G	S	:49
C (cebra)	P/G	S	:45
PUPPET			
(not used)			
CONCENTRATION BOARD			
S/Z/C (sapo, zorra, cebra)	P/G	S	:39
SONG			
A Bit of a Beat (Repeat)	E	E	1:59
Can You Do? (Repeat)	S & E	E	2:30
Luke the Cook (Repeat)	E	E	2:20
B/V Song (Repeat)	E	E	2:07
La Luz Roja (Repeat)	None	S	2:20
FILM			
Mexico City (Shopping)	HC	E	3:00

PROGRAM 25

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/ñ/ Ñ (2)	P/G	S	2:00
/r/ R (2)	P/G	S	2:00
DRAMATIC			
The Mystery Box	E	E	2:46
Before and After	E	E	3:24
Power	S	E	2:05
CAMEO			
/ñ/ Ñ	P/G	S	:54
/r/ R	P/G	S	:52
Missing 10, 14, 18	M	S	1:02
Dance Freeze #4,10	HC	S	1:00
PUPPET			
English or Spanish	HC	E/S	1:20
CONCENTRATION BOARD			
(not used)			
SONG			
Hickory, Dickory, Dock (Repeat)	E	E	1:43
Juanetín, Juanete (Repeat)	S	S	1:30
Maw and Paw (Repeat)	E	E	1:37
More Than One (Repeat)	E	E	2:00
FILM			
Sounds	S	E	3:10

PROGRAM 26

SEGMENT	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/h/ J (2)	P/G	S	2:00
/h/ G (2)	P/G	S	2:00
DRAMATIC			
The Short and the Tall	E	E	2:32
Who's Taller	E	S	3:25
CAMEO			
Dividing into Halves	M	S	:25
/h/ J	P/G	S	:57
/h/ G	P/G	S	:55
Dance Freeze #6,11	HC	S	1:00
PUPPET			
Dividing into Halves	M	S	2:22
CONCENTRATION BOARD			
(not used)			
SONG			
If You're Happy (Repeat)	SC	E	2:11
San Serafín (Repeat)	HC	S	2:11
Cinco Elefantitos (Repeat)	M	S	1:55
Sea Chanty (Repeat)	E	E	1:30
Shoeshine Charlie (Repeat)	E	E	1:33
FILM			
The Painter	S	E	2:40

PROGRAM 27

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/h/ X (2)	P/G	S	1:24
/h/ J (Repeat)	P/G	S	1:00
/h/ G (Repeat)	P/G	S	1:00
DRAMATIC			
The Molcajete	HC	S	4:05
CAMEO			
/h/ X	P/G	S	:30
Dance Freeze #8,13,15	HC	S	1:30
Child Cameo #6 - (Repeat)	HC	S	:25
J (jaula)	P/G	S	:41
X (Texas)	P/G	S	:55
G (general)	P/G	S	:50
PUPPET			
Look Alikes	SC	E	2:10
CONCENTRATION BOARD			
J/X/G (jaula, Texas, general)	P/G	S	:34
SONG			
La Luz Roja (Repeat)	None	S	2:20
Stand Everybody (Repeat)	S	E	1:27
Luke the Cook (Repeat)	E	E	2:20
The World Is Round (Repeat)	S	E	1:44
B/V Song (Repeat)	E	E	2:07
FILM			
The Neighborhood	S	E	2:30

PROGRAM 28

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/ks/ X (2)	P/G	S	1:52
/ñ/ Ñ (Repeat)	P/G	S	1:00
/r/ R (Repeat)	P/G	S	1:00
DRAMATIC			
Irregular Plurals	E	E	1:15
The Cake	M	S	3:25
CAMEO			
Dividing into Thirds	M	S	1:00
Telling Time	M	S	1:10
/ks/ X	P/G	S	:30
Measuring in Inches	M	S	:35
Adult Cameo #2,3,4 (Repeat)	HC	S	:68
Dance Freeze #9,15	HC	S	1:00
PUPPET			
The Correct Time	S	S	1:45
CONCENTRATION BOARD			
(not used)			
SONG			
Naricita, Naricita (Repeat)	S	S	1:31
Tengo una Muñeca (Repeat)	HC	S	1:31
Can You Do? (Repeat)	S & E	E	2:30
Sea Chanty (Repeat)	E	E	1:30
More Than One (Repeat)	E	E	2:00
FILM			
Mexico City (Field Trip)	HC	E	3:00

PROGRAM 29

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/w/ W (2)	P/G	S	1:18
/w/ HU (2)	P/G	S	1:48
DRAMATIC			
The Garbage Cans	E	E	2:45
It's Nightime	S	D	3:15
CAMEO			
/w/ W	P/G	S	:30
/w/ HU	P/G	S	:30
Dance Freeze #3,15	HC	S	1:00
W (Willy)	P/G	S	:42
HU (hueso)	P/G	S	:54
PUPPET			
The Turtle	S	E	2:20
CONCENTRATION BOARD			
W/HU (Willy, hueso)	P/G	S	:25
SONG			
If You're Happy (Repeat)	SC	E	2:11
Juanetín, Juanete (Repeat)	S	S	1:30
Manzanita Roja (Repeat)	Sp & E	E/S	1:44
Maw and Paw (Repeat)	E	E	1:37
B/V Song (Repeat)	E	E	2:07
FILM			
The Weather	S	E	3:00

PROGRAM 30

SEGMENTS	CONTENT AREA	LANGUAGE	TIME
ANIMATION			
/i/ Y (2)	P/G	S	1:38
DRAMATIC			
Measuring	S	S	2:50
Looking At	S	E	1:45
CAMEO			
Camera Card - Measuring	M	S	:15
/i/ Y	P/G	S	:30
Measuring	M	S	2:12
I (imán)	P/G	S	:48
Y (maguey)	P/G	S	:45
PUPPET			
Mistaken Identity	SC	S	2:30
CONCENTRATION BOARD			
I/Y (imán, maguey)	P/G	S	:20
SONG			
The World Is Round (Repeat)	S	E	1:44
La Luz Roja (Repeat)	None	S	2:20
Shoeshine Charlie (Repeat)	E	E	1:33
A Bit of a Beat (Repeat)	E	E	1:59
More Than One (Repeat)	E	E	2:00
Juego Limpio (Repeat)	HC	S	1:30
FILM			
Flying a Kite	M	E	2:30

APPENDIX B

OUTLINE OF INSTRUCTIONAL OBJECTIVES

530 /831

OUTLINE OF INSTRUCTIONAL OBJECTIVES

The content of CARRASCOLENDAS is determined by the instructional objectives written by the Curriculum Staff of the project. Objectives are written individually in terms of specific behaviors. The same objectives were specified for the third year series as for the second year series. An outline of the topics covered by the objectives is presented below.

The objectives are divided into seven areas: Spanish Language Skills, Phoneme/Grapheme Relationships, and Math, which are treated exclusively in Spanish; Science, History and Culture, and Self Concept, which are treated in either Spanish or English, and English Language Skills, which are treated exclusively in English.

I. Spanish Language Skills

    A. Environmental vocabulary

        1. Vehicles
        2. Tools
        3. Weddings
        4. Time devices
        5. Meal times
        6. Fires
        7. Illness
        8. Workers and their products
        9. Parts of a house
        10. House furniture
        11. Constructing a house
        12. Farm
        13. Animals and feed
        14. Holidays

            a. Names
            b. Meaning
            c. Symbols

15. Stores and products
16. Bees and honey
17. Magnets
18. Compasses
19. Materials

B. Phonology: problem words to be stressed

1. Ahorita
2. Donde
3. Sed
4. Somos
5. Así
6. Traje
7. Gis
8. Regla
9. Mucho
10. Sorpresa
11. Adrede
12. Fuerte
13. Fuimos
14. Afuera
15. Nadie
16. Señor
17. Animal
18. Piedra
19. Cuatro

C. Opposites

1. Singing a song
2. Naming qualities

II. Phoneme/Grapheme Relationships

A. Involving one phoneme and one grapheme which occur initially

1. /a/ A
2. /e/ E
3. /o/ O
4. /u/ U
5. /m/ M

6. /t/ T
7. /l/ L
8. /p/ P
9. /n/ N
10. /d/ D
11. /f/ F
12. /č/ CH

B. Involving one phoneme and one grapheme which either do not occur initially or do not occur initially with significant frequency

1. /r/ R
2. /ñ/ Ñ

C. Involving one phoneme and two or more graphic representations

1. /rr/ R (initial position), RR
2. /b/ B, V
3. /k/ C (preceding a, o, u, or a consonant), QU (preceding e or i), K (in words of foreign extraction)
4. /g/ G (preceding a, o, r, l, or u + a, o, or consonant), GU (preceding e or i)
5. /y/ LL, Y (except in isolation or in final position), HI (preceding a vowel in initial position)
6. /s/ S, Z, C (preceding e or i)
7. /H/ J, G (preceding e or i), X (in certain words)
8. /w/ W (in words of foreign extraction), HU (preceding a vowel in initial position)
9. /i/ I, Y (in isolation or final position)

D. Grapheme /ø/ H

E. Involving two phonemes

1. /gw/ GÜ
2. /ks/ X

F. Reading

1. Syllables
2. Words
3. Sentences

III. Math

- A. Sets
  - 1. Comparing and identifying
    - a. More
    - b. Less
    - c. Greater number of objects
    - d. Fewer number of objects
  - 2. Matching sets and numerals
  - 3. Matching in one-to-one correspondence
  - 4. Recognizing equivalent and non-equivalent sets
  - 5. Giving the numeral of a given set
  - 6. Writing the numeral of a set
  - 7. Gathering amount of objects to match a given numeral
- B. Counting
  - 1. By tens to 100
  - 2. By ones to 100
  - 3. Identifying the number of tens and the number of units in a number
  - 4. Providing numbers
    - a. Before and after a given number
    - b. Between two other numbers
  - 5. Providing missing numbers on a number line
  - 6. Following numbered dots
  - 7. Pointing to first, second, or third
  - 8. Identifying numbers as less than or more than a given number
- C. Terms and Skills
  - 1. Recognizing symbols
    - a. Answer box
    - b. Plus
    - c. Minus

        d. Equals
        e. Is greater than
        f. Is less than

    2. Adding and subtracting

        a. Finding the sum of two numbers
        b. Finding the difference of two numbers
        c. Providing the missing addend
        d. Identifying addends

    3. Identifying a mathematical statement as right or wrong
    4. Finding odd and even numbers on a number line
    5. Composing and solving a problem

        a. Addition
        b. Subtraction

D. Related skills

    1. Using coins

        a. Grouping and adding coins of 10¢, 5¢, and 1¢
        b. Giving equivalent values of coins
        c. Adding the price of two articles
        d. Determining change

    2. Telling time

        a. Identifying the hour on a clock
        b. Placing the hour hand on a given time

    3. Fractions

        a. Dividing into halves (paper, coloring)
        b. Coloring one-half of shapes
        c. Coloring one-third of shapes

    4. Measuring

        a. Using simple rulers and blocks
        b. Using centimeters or inches
        c. Using cups and quarts for liquids

IV. Science

A. Skills

1. Identifying life cycles and verbalizing their stages

   a. Frog
   b. Silk worm
   c. Butterfly
   d. Man
   e. Ant

2. Ordering pictures and verbalizing the process of making

   a. Honey
   b. Paper
   c. Houses
   d. Glass
   e. Tortillas
   f. Bread
   g. Pottery

3. Making a map including items from the child's

   a. Own room
   b. Neighborhood
   c. Home
   d. School
   e. Town

4. Labeling directions on a map
5. Understanding directional words

   a. Left, right
   b. Upper, lower
   c. Above, below
   d. In the middle of
   e. Forward, backward
   f. To the side, side to side, back to back
   g. On the line
   h. Inside, in the corner of the square

6. Measuring gravity
7. Using a scale
8. Using measuring devices

    a. Thermometer
    b. Scale
    c. Ruler
    d. Cup

9. Demonstrating the principle of night as earth shadow
10. Demonstrating how the thermometer works
11. Using the senses to reach a conclusion

B. Environments and their components

1. Identifying workers

    a. Frogman
    b. Baker
    c. Potter
    d. Farmer
    e. Factory worker
    f. Circus performer
    g. Construction worker

2. Identifying environments

    a. Underwater
    b. Beach
    c. Farm
    d. Circus

3. Providing characteristics of minerals and man-made materials

    a. Glass
    b. Iron
    c. Wood
    d. Rock

4. Identifying sounds

   a. Airport
   b. Hospital
   c. Zoo
   d. Stadium
   e. Dock
   f. Street
   g. Farm
   h. Restaurant
   i. Prairie, woods
   j. Construction site

5. Verbalizing the function of man-made inventions

   a. Tunnels
   b. Fences
   c. Bridges
   d. Boats
   e. Roads

6. Identifying modern machines based on simple machines

   a. Pulley
   b. Wheel
   c. Lever

7. Magnets

   a. Identifying objects with magnetic properties
   b. Identifying size and shape of objects with magnetic properties
   c. Demonstrating a method for determining relative strength
   d. Demonstrating force of one upon another
   e. Naming three ways in which magnets are useful to man
   f. Identifying the earth as a huge magnet

8. Power

   a. Naming three sources
   b. Demonstrating two sources

9. Identifying ways of transportation useful to man
10. Homes

    a. Talking about different types of man-made homes as they suit their environments
    b. Identifying different types of animal homes as they suit their environments

11. Animals

    a. Identifying different types
    b. Pointing out means of defense
    c. Pointing out particular characteristics

12. Plants

    a. Identifying different plants
    b. Talking about plant environments

13. Weather

    a. Naming people whose work depends on weather
    b. Naming kinds of clothes suitable for hot and cold weather
    c. Telling why it is important to know about weather

14. Seasons

    a. Identifying
    b. Identifying their weather

15. Talking about changes in living and nonliving things
16. Identifying the earth as

    a. Round
    b. A magnet with poles

17. Knowing that gravity has "pull"

V. History and Culture

  A. Culture

    1. Songs, rhymes, riddles
    2. Games, dances
    3. Legends, myths, folk tales
    4. Characteristics of Mexican-American socio-cultural elements

      a. Foods and meals
      b. Rituals
      c. Celebrations

    5. Contemporary successful Mexican-Americans

  B. History

    1. Mexican history

      a. Personalities
      b. Events

    2. U. S. history influenced by Spanish, Mexican, and Mexican-American elements

      a. Personalities
      b. Events

  C. Texan features of Hispanic and Mexican heritage

    1. Government
    2. Founding cities
    3. Place names
    4. Architecture
    5. Word borrowings
    6. Cattle and mining industries
    7. Food
    8. Celebrations

VI. Self Concept

A. Self

1. Recognizing self as an American of Mexican descent
2. Recognizing ability to speak Spanish and English
3. Recognizing self as being like and different from others
4. Offering multiple solutions to problems
5. Demonstrating deferment of gratification
6. Recognizing the need to check facts
7. Identifying suitable ways to express emotions

    a. Anger
    b. Hate
    c. Fear
    d. Love
    e. Jealousy

8. Performing varied activities as a change of pace

    a. Work
    b. Play
    c. Rest
    d. Entertainment

9. Demonstrating ability to state

    a. Name
    b. Address
    c. Parents' names
    d. Age

10. Identifying distinctive items of Mexican-American customs and life style

B. Self and others

1. Working as a member of a group toward a common goal

    a. Taking turns using tools or materials
    b. Being responsible for a specific job

        c. Accepting that work must be shared
        d. Listening to ideas of others and accepting different points of view

    2. Recognizing dependence upon others and dependence of others upon him
    3. Sharing possessions

VII. English Language Skills

A. Syntax

    1. Present progressive tense
    2. Negative use of *anything*
    3. Placement of adjectives
    4. *Must* in statements of necessity
    5. Questions beginning with *does*
    6. *Doesn't* in negative sentences
    7. Future tense

B. Morphology

    1. Irregular adjectives, comparative and superlative forms
    2. Irregular plurals
    3. Regular adjectives, superlative forms with -est
    4. Irregular verbs, past tense
    5. Possessive adjectives (adjectival pronouns)
    6. Present tense verb forms in agreement with subject, verb *to be*, and third person singular present tense of other verbs
    7. Present perfect tense
    8. Distinction between comparative and superlative

C. Phonology: contrasting sounds

    1. /a/, /ə/
    2. /z/, /s/
    3. /U/, /u/
    4. /ɛ/, /e/
    5. /I/, /i/
    6. /b/, /v/
    7. /a/, /ɔ/

D. Vocabulary

1. Positional relationships
    a. Next to
    b. Between
    c. Close by
    d. On the other side of
    e. Over
    f. Under
    g. Around
    h. Through

2. Tactile adjectives
3. Environmental vocabulary
    a. Plants, animals, and minerals
    b. Earth and other heavenly bodies
    c. Land-water masses
    d. Weather and seasons
    e. Man in environment, work, and home

4. Opposites
    a. Big, small/little
    b. Rough, smooth
    c. In front of, in back of
    d. Before, after
    e. Early, late
    f. Empty, full
    g. Heavy, light
    h. Near, far

5. Personal pronoun agreement with antecedents in subject position
6. Verb to throw away
7. Indefinite article before nouns indicating profession
8. Article an
9. Expression to get embarrassed
10. On/In

  - a. Indicating position of contact
  - b. Indicating position inside certain vehicles
  - c. Use of in indicating position inside a car

11. Verb to turn on
12. Possessive pronoun mine in reference to plural antecedent
13. Use of look at rather than see

  - a. Response to question
  - b. Command

APPENDIX C

TEST QUESTIONS: SPANISH

TEST QUESTIONS: ENGLISH

TEST QUESTIONS: SPANISH

All questions used in the Spanish test during the third year evaluation of CARRASCOLENDAS are shown below. Each test question was administered in an oral interview with individual children. Field agents scored the child's response to each question on the test instrument. The format of the test instrument is in Appendix E.

The test questions are listed in the order in which they were administered for the pretest. The same items were included in the post-test although they appeared in a different order.

For reference purposes, each question provides additional information. Visual aids are enclosed in parentheses, and the preferred correct response is underscored where applicable. The content area being tested and an abbreviated version of the instructional objective(s) are listed. Also provided are the program(s) which treats the objective, the segment title, the method of presentation, and the length of each segment. The number of repetitions of segments within the same program is indicated in parentheses after the segment title.

CARRASCOLENDAS Spanish Content Areas

Self Concept
History and Culture
Phoneme/Grapheme Relationships (Reading)
Language Skills
Math
Science

1. ¿Cómo se llaman tu papá y tu mamá?

SELF CONCEPT - states who his parents are
Program 24 - Frankie Flies South DRAMATIC
3:45

2. ¿Cuál es tu dirección?

SELF CONCEPT - states where he lives
Program 24 - Frankie Flies South — DRAMATIC 3:45

3. ¿Qué idiomas hablas?

SELF CONCEPT - states what languages he speaks
Program 8 - I Forgot — PUPPET 1:52
24 - Frankie Flies South — DRAMATIC 3:45

4. ¿En qué cuarto se baña este niño?
(el cuarto de baño, la recámara, la sala, la cocina)

SPANISH - points to places in the house
Program 8 - Rooms of the House — DRAMATIC 3:42

5. ¿En qué cuarto duerme este niño?
(el cuarto de baño, la recámara, la sala, la cocina)

SPANISH - points to places in house
Program 8 - Rooms of the House — DRAMATIC 3:42

6. ¿Qué número falta?
(5 6 _ 8 9 10)

MATH - states missing numbers on number line
Program 24 - Missing 6, 4, 9 — CONCENTRATION BOARD 1:10
25 - Missing 10, 14, 18 — CONCENTRATION BOARD 1:02

7. ¿Qué número falta en el problema?
(1 + ___ = 4)

MATH - finds missing addend in problem
Program 22 - The Missing Addend — CAMEO 1:36

8. ¿A quién vas a ver cuando estás muy enfermo(a)?
doctor

SPANISH - uses terms regarding sickness
Program 23 - The Doctor's Office — DRAMATIC 2:43

9. ¿Cómo es este niño, alto o bajo?
bajo

SPANISH - names qualities (alto - bajo)
Program 26 - Who's Taller — DRAMATIC 3:25

10. Pinta un tercio de la pelota.
(pelota dividida en tercios)

MATH - colors 1/3 of different shapes
Program 28 - Dividing into Thirds — DRAMATIC 1:00
The Cake — DRAMATIC 3:25

11. ¿Qué forma tiene una tortilla?
círculo

HISTORY AND CULTURE - verbalizes important characteristics of Mexican-American socio-cultural elements such as food, meals; identifies Texas features of Hispanic and Mexican heritage such as food
Program 11 - Making Tortillas — DRAMATIC 3:02

12. Dime el nombre de una persona o de un animal que necesita que tú le ayudes.

SELF CONCEPT - names person or animal who depends on him
Program 4 - Agapito Learns La Raspa — DRAMATIC 4:15
11 - Making Tortillas — DRAMATIC 3:02
13 - Chato el Pato — DRAMATIC 3:07

13. ¿Cuál de estas tres cosas empieza con el sonido /e/?
(escoba, iglesia, caballo)

PHONEME/GRAPHEME - answers question correctly

Program 2 - /e/ E (2)	ANIMATION 2:02
/e/ E	CAMEO :56
3 - /e/ E	ANIMATION 1:01
4 - /e/ E	ANIMATION 1:01

14. ¿Cuál de estas tres cosas empieza con el sonido /t/?
(tigre, iglesia, perro)

PHONEME/GRAPHEME - answers question correctly

Program 8 - /t/ T (2)	ANIMATION 2:00
/t/ T	CAMEO :55
9 - /t/ T	ANIMATION 1:00
11 - /t/ T	ANIMATION 1:00

15. ¿Cuál de estas tres cosas empieza con el sonido /s/?
(zapatos, flores, jabón)

PHONEME/GRAPHEME - answers question correctly

Program 23 - /s/ Z (2)	ANIMATION 2:00
/s/ Z	CAMEO :49
24 - /s/ Z	ANIMATION 1:00
/s/ Z	CONCENTRATION BOARD :39

16. Te voy a decir una adivinanza, a ver si la sabes: Una vieja larga y seca que le escurre la manteca. ¿Qué es? una vela

HISTORY AND CULTURE - recites one riddle

Program 5 - Riddles Without Answers	DRAMATIC 1:16
6 - Riddles	DRAMATIC 3:45
Programs 5, 7, 17, 21, 28 - Adult Cameo	CAMEO 1:20
Programs 5, 12 - Child Cameo	CAMEO :10
Programs 7, 12, 19, 26 - Dance Freeze	CAMEO 2:00

17. Pon los dibujos en dos conjuntos. (3 osos grandes, 2 osos chicos)

MATH - compares two sets of objects, matches sets in one-to-one correspondence

Program 1 - The Set Concept	CAMEO 1:09
3 - Selecting Sets	CAMEO :36
4 - Agapito Learns La Raspa	DRAMATIC 4:15

18. ¿Cuál conjunto tiene más? (3 osos grandes, 2 osos chicos)

MATH - compares two sets of objects and states which one has more

Program 1 - The Set Concept	CAMEO 1:09

19. ¿Cuántos ojos tienes? dos

MATH - recognizes body parts

Program 8 - Body Parts	CAMEO :24

20. Haz una línea de un punto al otro.
(boat - numbered dots 1 - 10)

MATH - follows numbered dots on a page

Program 10 - Numbered Dots - Top	CAMEO :30
16 - Numbered Dots - Star	CAMEO :30

21. ¿Cuál de estas letras es la /t/?
(s l u t k)

PHONEME/GRAPHEME - recognizes grapheme T representing phoneme /t/

Program 8 - /t/ T (2)	ANIMATION 2:00
/t/ T	CAMEO :55
9 - /t/ T	ANIMATION 1:00
11 - /t/ T	ANIMATION 1:00

22. ¿Cuál de estas letras es la /k/?
(qu x z r b)

PHONEME/GRAPHEME - recognizes grapheme QU representing phoneme /k/

Program 16 - /k/ QU (2)	ANIMATION 1:40
/k/ QU	CAMEO :30
17 - /k/ C, K, QU	CONCENTRATION BOARD :41
/k/ QU	ANIMATION :50

23. ¿Cuál de estas letras es la /g/?
(x g j c n)

PHONEME/GRAPHEME - recognizes grapheme G representing phoneme /g/
Program 18 - /g/ G (2) ANIMATION 2:02
/g/ G CAMEO :48
19 - /g/ G ANIMATION 1:01

24. ¿Cuál tiene el mayor número de objetos?
(7 manzanas, 4 plátanos)

MATH - compares two sets and states which has the greater number of objects
Program 2 - Comparing Sets - greater than CAMEO :34
11 - The Onion Chef (> Symbol) CAMEO :45

25. Si vas a pintar un dibujo con un(a) amigo(a) y él (ella) tiene los pinceles y tú tienes la pintura, ¿qué tienen que hacer para poder pintar?

SELF CONCEPT - shares work
Program 9 - Whose Turn Is It? DRAMATIC 1:58
13 - Chato el Pato DRAMATIC 3:07

26. ¿Qué es esto?
madera

SPANISH - identifies above
Programs 11, 17, 21, 25, 29 - Juanetín, Juanete SONG 7:30

27. ¿Cuál se quiebra fácilmente?
(piedra, madera, hierro, vidrio)

SPANISH - identifies above, points to correct item when asked
SCIENCE - gives characteristic of glass
Programs 11, 17, 21, 25, 29 - Juanetín, Juanete SONG 7:30

28. Repite -
Ahora vamos a jugar.

SPANISH - repeats oral model of word correctly
Program - All Programs (Most dramatic segments in Spanish use word in content)

29. Repite -
Tengo cuatro dedos en esta mano.

SPANISH - repeats oral model in short sentence
Program - All Math segments with the number four
Program 8 - Cuatro Agapitos PUPPET :45

30. ¿Qué le pasa a una pelota cuando se avienta hacia arriba?
se cae

SCIENCE - knows gravity has pull
Program 19 - The Falling Ball DRAMATIC 3:58

31. ¿Qué le pasa al mercurio en un termómetro, cuando hace mucho calor?
sube

SCIENCE - knows how a thermometer works
Program 23 - The Doctor's Office DRAMATIC 2:43

32. ¿Cuál de estas cosas es diferente?
(botella, animal, foco)

SCIENCE - points to item which is different when given several items of glass
Program 11, 17, 21, 25, 29 - Juanetín, Juanete SONG 7:30

33. Báilame "La Raspa."

HISTORY AND CULTURE - dances at least one dance
Program 4 - Agapito Learns La Raspa DRAMATIC 4:15

34. ¿Cuál dibujo es igual a la palabra?
LLAVE - llave, vestido, teléfono

PHONEME/GRAPHEME - recognizes picture with initial phoneme corresponding to initial grapheme of printed word
Program 20 - /y/ LL (2) ANIMATION 2:00
/y/ LL CAMEO :41
21 - /y/ LL ANIMATION 1:00
Y/LL/HI CONCENTRATION BOARD :40
LL (llave) MAG BOARD :49

35. ¿Cuál dibujo es igual a la palabra?
MUÑECA - muñeca, sombrero, limón

PHONEME/GRAPHEME - recognizes picture with initial phoneme corresponding to initial grapheme of printed word
Program 6 - /m/ M (2) ANIMATION 2:00
/m/ M CAMEO :55
7 - /m/ M ANIMATION 1:00
8 - /m/ M ANIMATION 1:00

36. ¿Cuál dibujo es igual a la palabra?
ZAPATOS - zapatos, flores, jabón

PHONEME/GRAPHEME - recognizes picture with initial phoneme corresponding to initial grapheme of printed word

Program 23 - /z/ Z (2)	ANIMATION	2:00
/z/ Z	CAMEO	:49
24 - /z/ Z	ANIMATION	1:00
S/C/Z	CONCENTRATION BOARD	:39
Z (zorra)	MAG BOARD	:45

37. ¿Cuál dibujo es igual a la palabra?
GATO - gato, leche, dientes

PHONEME/GRAPHEME - recognizes picture with initial phoneme corresponding to initial grapheme of printed word

Program 18 - /g/ G (2)	ANIMATION	2:02
/g/ G	CAMEO	:48
19 - /g/ G	ANIMATION	1:01

38. ¿Cuál dibujo es igual a la palabra?
VACA - vaca, hombre, oso

PHONEME/GRAPHEME - recognizes picture with initial phoneme corresponding to initial grapheme of printed word

Program 15 - /b/ V (2)	ANIMATION	2:00
/b/ V	CAMEO	1:11
B/V	CONCENTRATION BOARD	:23
V (vaca)	MAG BOARD	:50

39. ¿Cuál nos dice dónde estamos?
(termómetro, reloj, brújula, taza)

SPANISH - tells us where we are when shown above items
Program 15 - The Compass PUPPET
1:50

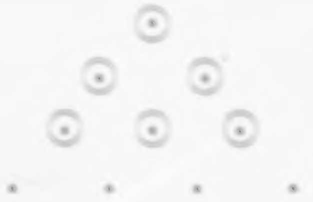
40. ¿Qué es esto?
brújula

SPANISH - identifies compass when shown
Program 15 - The Compass PUPPET
1:50

41. Haz una línea de cada conjunto al numeral con que va.
(5 pelotas, 3 perros, 8 sombreros - 5, 3, 8)

MATH - draws line matching sets and numerals
Program 4 - Matching Sets and Numerals CAMEO
:30

42. Termina esto:



MATH - continues an established pattern
Program 23 - Follow the Pattern CAMEO
:44

43. ¿Cómo se llama la tienda donde se compra carne?
carnicería

SPANISH - states name of store when shown pictures of store and its wares
Program 12 - Carnicero, Carnicería DRAMATIC
1:30
16 - Everybody Goes Shopping DRAMATIC
1:31

44. ¿Qué es esto?
piñata

HISTORY AND CULTURE - verbalizes characteristics of Mexican-American celebrations; identifies Texas features of Hispanic-Mexican heritage-celebrations

Program 10 - The Piñata	DRAMATIC 2:35

45. ¿Cómo se le dice a las cáscaras de huevo que tienen confetti?
cascarones

HISTORY AND CULTURE - states important characteristics of Mexican-American socio-cultural elements such as celebrations

Program 3 - Cascarones	DRAMATIC 2:23
4 - Si No Sabes, Pregunta	PUPPET 2:17

46. ¿Qué se hace con los cascarones?
se quiebran sobre la cabeza

HISTORY AND CULTURE - states important characteristics of Mexican-American socio-cultural elements such as celebrations

Program 3 - Cascarones	DRAMATIC 2:23
4 - Si No Sabes, Pregunta	PUPPET 2:17

47. Cántame una de estas canciones en español--La Vieja Inés, La Víbora de la Mar, San Serafín del Monte, Juego Limpio, Tengo Una Muñeca

HISTORY AND CULTURE - sings a song in Spanish

Program - All programs with following songs:	SONG
La Vieja Inés (5)	8:40
La Víbora de la Mar (5)	7:30
San Serafín del Monte (6)	13:06
Juego Limpio (5)	7:20
Tengo Una Muñeca (5)	7:35

48. Completa: AEIOU, El burro ____ ____ ____ ____.
sabe más que tú

HISTORY AND CULTURE - recites one rhyme authentic and representative of Mexican-American culture

Programs 3, 4, 16 - Child Cameo #5 (3) CAMEO :15

Programs 3, 18, 21, 25 - Dance Freeze (5) CAMEO 2:30

49. Haz una línea de cada persona a la cosa que hace. (carpintero - casa, panadero - pan, costurera - vestido)

SPANISH - matches sets of pictures of producers and products.

Program 13 - Everybody Goes Shopping DRAMATIC 1:31

23 - The Census Taker DRAMATIC 2:53

50. ¿Cómo se le dice a la persona que hace pan?
panadero

SPANISH - identifies worker

Program 13 - Panadero/Panadería DRAMATIC 1:30

16 - Everybody Goes Shopping DRAMATIC 1:31

23 - The Census Taker DRAMATIC 2:53

51. ¿Con qué letra se escribe zorra?
(zorra - z, c, s)

PHONEME/GRAPHEME - selects correct grapheme to begin word

Program 23 - /s/ Z (2) ANIMATION 2:00

/s/ Z CAMEO :49

24 - /s/ Z ANIMATION 1:00

S/Z/C CONCENTRATION BOARD :39

Z (zebra) MAG BOARD :45

52. ¿Con qué letra se escribe burro?
(burro - b, v)

PHONEME/GRAPHEME - selects correct grapheme to begin word

Program 15 -	/b/ B (2)	ANIMATION 2:00
	/b/ B	CAMEO :55
	B/V	CONCENTRATION BOARD :23
	B (burro)	MAG BOARD :47

TEST QUESTIONS: ENGLISH

All questions used in the English test during the third year evaluation of CARRASCOLENDAS are shown below. Each test question was administered in an oral interview with individual children. Field agents scored the child's response to each question on the test instrument. The format of the test instrument is in Appendix E.

The test questions are listed in the order in which they were administered for the pretest. The same items were included in the post-test although they appeared in a different order.

For reference purposes, each question provides additional information. Visual aids are enclosed in parentheses and the preferred correct response is underscored where applicable. The content area being tested and an abbreviated version of the instructional objective(s) are listed. Also provided are the program(s) which treats the objective, the segment title, the method of presentation, and the length of each segment. The number of repetitions of segments within the same program is indicated in parentheses after the segment title.

CARRASCOLENDAS English Content Areas

Self Concept
History and Culture
Language Skills
Science

1. What is your address?

SELF CONCEPT - states where he lives
Program 24 - Frankie Flies South DRAMATIC
3:45

2. What are the names of your mother and father?

SELF CONCEPT - states who his parents are
Program 24 - Frankie Flies South DRAMATIC
3:45

3. What languages do you speak?

SELF CONCEPT - recognizes he can speak Spanish and English
Program 24 - Frankie Flies South DRAMATIC
3:45

4. Look at these pictures. Where is the boy riding?
(boy riding on bus)

ENGLISH - uses on, indicating position inside certain vehicles
Program 19 - In/On DRAMATIC
1:18

5. Where is the girl sitting?
(girl sitting on chair)

ENGLISH - uses on, indicating contact with upper surface
Program 10 - The Magicians DRAMATIC
2:36
19 - In/On DRAMATIC
1:18

6. Tell me where the boy is.
(boy under table)

ENGLISH - verbalizes positional relationships: under
Program 5 - The Two Clowns DRAMATIC
3:02

Programs 5, 7, 16, 24, 28 - Can you do What I Can Do? (5) SONG
12:30

7. What do you do if you want to hear music on the radio?
(radio)

ENGLISH - uses turn on the . . .
Program 14 - The Radio DRAMATIC
3:06

8. This is a picture of a mouse. In this picture,
there are two of them. There are two ____.
(one mouse; two mice)

ENGLISH - provides irregular noun plural form
Programs 17, 21, 25, 28, 30 - More Than One SONG
10:00
28 - Irregular Plurals DRAMATIC
1:15

9. What is the difference between these two jars?
(one full jar; one empty jar)

ENGLISH - uses empty and full
Program 14 - Empty and Full PUPPET
3:15

10. This is a rock. If we picked it up, it would be heavy.
This next rock would be heavier. If we pick up all
three rocks, this one would be the (what?) _______.
(three rocks of different sizes) heaviest

ENGLISH - forms the superlative of adjectives
Program 18 - Buying Shoes DRAMATIC
3:17
20 - The Seesaw DRAMATIC
3:02
26 - The Short and the Tall DRAMATIC
2:32

11. Does this girl have on a dress?
(girl) Yes, she does.

ENGLISH - understands a question with does
Program 25 - The Mystery Box DRAMATIC
2:46

12. Does this girl have on a raincoat?
(girl) No, she doesn't.

ENGLISH - produces a negative use of does
Program 25 - The Mystery Box DRAMATIC
2:46

13. This man is in front of the boy. Where is the boy?
in back of him
(man in front of boy)

ENGLISH - answers with opposite
Program 16 - Front and Back PUPPET
1:59
20 - The Seesaw DRAMATIC
3:02

14. What is in the suitcase? There isn't ________.
anything
(empty suitcase)

ENGLISH - uses anything in a negative sentence
Program 25 - The Mystery Box DRAMATIC
2:46

15. What is this?
(a piñata)

HISTORY AND CULTURE - identifies features of Hispanic and Mexican heritage: celebrations
Program 10 - Making Piñatas FILM
3:00
- The Piñata DRAMATIC
2:35

16. What are piñatas used for?
parties, celebrations

HISTORY AND CULTURE - identifies Texan features of Hispanic and Mexican heritage: celebrations
Program 10 - Making Piñatas FILM
3:00
- The Piñata DRAMATIC
2:35

17. Tell me the name of one of these men.
(photographs: Ishmael Soto--potter; Porfirio Salinas--painter; Tony Urbano--puppeteer)

HISTORY AND CULTURE - identifies successful Mexican-American by name

Program 13 - The Potter	FILM 3:00
21 - The Puppeteer	FILM 3:30
26 - The Painter	FILM 2:40

18. What is his job? We would call him __ ___________.
a ___________

HISTORY AND CULTURE - identifies successful Mexican-American by profession

SCIENCE - identifies different types of workers

Program 13 - The Potter	FILM 3:00
21 - The Puppeteer	FILM 3:30
26 - The Painter	FILM 2:40

19. Put these pictures in order to show how honey is made.
(flower, bee, beehive, honeycomb, jar of honey)

SCIENCE - orders a set of pictures

Program 18 - Making Honey	FILM 3:00

20. Tell me how honey is made.

SCIENCE - verbalizes the process of making honey

Program 18 - Making Honey	FILM 3:00

21. Tell me how the earth is like an orange.
round

SCIENCE - identifies the earth as being round
Program 16 - The Earth and the Orange DRAMATIC
3:35

Programs 16, 19, 22, 27, 30 - The World is Round (5) SONG
8:40

22. Tell me how to move a small boat in a pan of water.

SCIENCE - names sources of power helpful to man
Program 25 - Power DRAMATIC
2:05

23. What are fences for?

SCIENCE - verbalizes the function of man-made inventions
Program 9 - The Fence PUPPET
2:21

24. What are bridges for?

SCIENCE - verbalizes the function of man-made inventions
Program 17 - The Bridge DRAMATIC
3:06

25. Put these figures back to back.
(objects - two plastic human figures)

SCIENCE - understands directional words
Program 2 - The Sack Race DRAMATIC
5:05

16 - Front and Back PUPPET
1:59

26. Which one is on the left?

SCIENCE - understands directional words
Program 2 - The Sack Race DRAMATIC
5:05

27. Name four kinds of transportation.

SCIENCE - identifies different ways of traveling and transportation
Program 3 - Transportation FILM 2:58

28. Now we are going to say some words.
Repeat each word after me.
look/Luke

ENGLISH - repeats contrasting sounds after an oral model
Program 10 - Luke, the Cook Intro DRAMATIC 1:38
Programs 13, 17, 24, 27 - Luke, the Cook (5) SONG 11:40

29. bit/beat

ENGLISH - repeats contrasting sounds after an oral model
Program 12 - A Bit of A Beat Intro DRAMATIC 1:16
Programs 16, 20, 24, 30 - A Bit of a Beat (5) SONG 9:55

30. best/vest

ENGLISH - repeats contrasting sounds after an oral model
Programs 13, 19, 24, 27, 29 - B/V Song (5) SONG 10:35

31. Now I want you to ask me a question. Ask me if my friend walks to school.

ENGLISH - produces a question using does
Program 25 - The Mystery Box DRAMATIC 2:46

32. POINT TO CHILD'S OWN SHOES.
Tell me, whose shoes are these?
avoids mines

ENGLISH - uses mine with plural antecedent (instead of mines)
Program 22 - Who Did It? DRAMATIC 4:54

33. If you are going to cross the street and there's a big puddle of water in front of you, tell me two ways you could get across.

SCIENCE - offers more than one solution to a problem
Program 3 - The Torn Pants DRAMATIC 2:01

34. If you are painting pictures with a friend and he wants to use the red paint when you are using it, what should you do?

SCIENCE - takes turns using materials
Program 15 - Taking Turns DRAMATIC 2:15

35. If you feel angry or mad, would it be better to hit somebody or to clean up your room?

SCIENCE - identifies a suitable way of expressing emotion
Program 4 - Anger and Hate DRAMATIC 2:29

Programs 7, 17, 23, 26, 29 - If You're Happy (5) SONG 10:55

36. Barbecue is a word that was once a Spanish word which we now use as an English word. Tell me another Spanish word that is now used as an English word.

HISTORY AND CULTURE - identifies Texan features of Hispanic and Mexican heritage: word borrowings
Program 23 - The Barbecue PUPPET
2:19

37. How are you like the girl/boy in this picture?
(child of opposite sex)

SELF CONCEPT - identifies ways he differs from and is like other children
Program 27 - Look Alikes PUPPET
2:10

38. How are you different from the girl/boy in this picture?
(child of opposite sex)

SELF CONCEPT - identifies ways he differs from and is like other children
Program 27 - Look Alikes PUPPET
2:10

39. Which of these names is the name of a place?
Armadillo, San Antonio, mosquito

HISTORY AND CULTURE - identifies Texan features of Hispanic and Mexican heritage: place names
Program 3 - Place Names DRAMATIC
1:23
12 - San Antonio FILM
2:59

40. José was invited to lunch at Tina's house. He left his house and got lost. He couldn't find Tina's house. He had to call Tina on the telephone and ask her where she lived. What could José have done so he wouldn't get lost?

SELF CONCEPT - states that character in story should have checked his facts.
Program 1 - Agapito Gets Lost DRAMATIC
3:07

APPENDIX D

TEACHER DIARY COMMENTS

TEACHER DIARY COMMENTS

Each of the Teacher Diary evaluation sheets provided space for teacher comments on a program-by-program basis. The comments related to specific reactions of the teacher to particular segments as well as children's reactions to them.

During the course of the evaluation, the comments were fed-forward to production and curriculum staffs on a biweekly basis to provide formative information. The remarks listed below were selected as representative of the comments received from 32 teachers. Since viewing schedules varied, all teachers did not comment on every program. Therefore, the number of respondents commenting per program is indicated. In most cases, remarks have been paraphrased to express several similar opinions.

Program 1 Number Responding-29

1. The children liked CARRASCOLENDAS songs and enjoyed the dancing.
2. Puppets were not as well received by the children as were the dancing marionettes.
3. The children loved Agapito and the comedy parts of the program.
4. The pupils lost interest in the film on "Families."
5. The "set" concept in Math as presented was less understood in kindergarten and first grades than in the second grade classes.

Program 2 Number Responding-28

1. The children especially liked the dances and games.

2. The film "Manuel's Island" was better received than the previous film.

3. Prompting the children's verbal participation was seen as very meaningful.

4. The children lost interest in "The Sack Race."

5. The repetition of segments was considered very useful.

Program 3 Number Responding-29

1. The pupils enjoyed the segment on "Making Cascarones."

2. The puppets did not hold the children's attention.

3. The children continued to favor Agapito.

4. The song "AEIOU" was very popular as was "San Serafín."

5. The riddles were either not understood (kindergarten) or were not perceived as being interesting (first grade).

6. The cultural heritage lesson was not easily grasped.

Program 4 Number Responding-27

1. "La Manzanita" was a very popular song.

2. The "Jumping Bean" segment was well liked although difficult for kindergarten children.

3. "La Raspa" and "La Vieja Inés" were both enjoyed.

4. The puppets Tacho and Nacho were not understood--they did not speak clearly.

5. The children enjoyed participating in parts of the program--long segments of the program which did not include their participation caused them to become restless.

Program 5 Number Responding-28

1. The film on fire was generally enjoyed.

2. The children enjoyed the song "Juego Limpio."

3. The clown scene was very popular.

4. "Can You Do What I Can Do?" had great appeal for the youngsters.

5. The children participated in the segment dealing with initial sounds.

Program 6 Number Responding-23

1. The film on the zoo was excellent; the children were highly interested in it.

2. The puppets were enjoyed in the segment "Tacho's in Love."

3. Tacho and Nacho generally did not hold interest.

4. The children responded well to singing.

5. The pupils enjoyed the dancing leading into the riddles.

Program 7 Number Responding-23

1. Some children lost interest in the film while others felt that the "Changes" film was good, although some children did not grasp the idea.

2. The Science section on freezing water held interest; teachers were glad to see this content area included in the series.

3. "If You're Happy" was very popular--the children loved the singing.

Program 8 Number Responding-27

1. The kindergarten children were restless during this program, but first grade teachers stated that it was an excellent program, and the children were captivated.

2. The film on house building was good.

3. The children liked the Math segment (kindergarten) while others considered it too easy (second grade), but generally pupils enjoyed and really learned from the Math segments.

4. There was good response in vowel presentation.

Program 9 Number Responding-27

1. The pupils enjoyed the film, "Sheep Ranch" and found the sheep dogs interesting.

2. The children liked the segment on "Busy Bees" song (kindergarten and second grade), although first grade response indicated less interest.

3. The children liked the "Hokey Pokey," and enjoyed the "Big-Small" lesson.

4. The pupils responded to program content and enjoyed it.

Program 10 Number Responding-26

1. The children enjoyed the film on the "Piñata."

2. The segment "Luke the Cook" was good.

3. The rolling "rr" was hard for the children (kindergarten and second grade).

4. The children enjoyed the program very much and were disappointed when it ended.

5. The enthusiasm of the characters kept the children interested throughout the program.

Program 11 Number Responding-27

1. The children enjoyed Agapito making tortillas.

2. The Math was too advanced for kindergarten, but it was a very clear and appropriate lesson for first and second grades.

3. The children enjoyed the counting songs and the film "Corn."

4. The Science segment on the "lever" puzzled the children; it seemed pointless; and the kindergarten children did not care for it.

Program 12 Number Responding-25

1. Film on "San Antonio" lost the children's interest and attention (kindergarten and first grade) while second graders enjoyed the film.

2. The segment "Bit of a Beat" was hard to follow.

3. The pupils enjoyed singing "Thomas, Thomas."

4. The verbal response was lower than for other programs.

5. The children joined in singing "La Manzanita."

Program 13 Number Responding-26

1. The film on "The Potter" was very well received.

2. The segment on "B-V" was well done; rhythm was picked up quickly (one kindergarten teacher commented that the "B-V" practice was too fast and advanced.

3. The Spanish skills were too long; the children lost interest.

4. All children enjoyed "Chato El Pato."

5. The "Whose Is It?" segment held the children's attention.

Program 14 Number Responding-25

1. The circus film was interesting and held the children's attention.
2. The segment "Empty and Full" was good, but the children could not understand the puppets.
3. The "Shoeshine Charlie" segment was very popular.
4. The song "Tengo Una Muñeca" was well liked, especially by the girls.
5. The children responded well to the initial sounds presented in the program.

Program 15 Number Responding-30

1. The children lost interest when the puppets spoke Spanish.
2. "AEIOU" was very popular.
3. The Science unit was good--the children were very interested in the magnet film.
4. The "B-V" segment was successful; the children participated and could make the distinctions.
5. The children participated well in the counting segment ("Cinco Elefantitos").

Program 16 Number Responding-26

1. The "Barber" film was well liked and thought to be interesting.
2. Songs were always popular.
3. Some interest was lost in the "Front and Back" segment with Willy and Sam.

4. The children loved the cartoons on initial sounds.

5. The Science feature, "The World Is Round," was good (first grade and kindergarten) while others considered it too advanced (kindergarten and second graders).

6. Interest was low for this program (kindergarten).

Program 17 Number Responding-18

1. This program held the children's interest very well.

2. "The Horse" film was enjoyed.

3. The "Bridge" lesson was good (kindergarten), but others thought it was too drawn out and not interesting (first and second grades).

4. Irregular plurals were too advanced for kindergarten, but it was a very good section for second grade.

Program 18 Number Responding-19

1. The children enjoyed the film on bees.

2. "Maw and Paw" was well liked.

3. The Math, although enjoyed, was too advanced for kindergarten, but facilitated learning addition and subtraction for first grade and was good reinforcement for second grade.

4. The children enjoyed the segment on making candy apples.

5. The English Language Skills are really excellent--the children were very attentive.

Program 19 Number Responding-26

1. There was high participation with the segment "On and In."

2. The children enjoyed the dancing.

3. The "GÜ" sound was presented poorly; there was low interest.

4. The program interested the children in the basic parts of arithmetic and the nature of problem solving.

5. The Science lesson on gravity held attention.

6. Animals, music, and counting hold interest best.

Program 20 Number Responding-20

1. The children were interested in the film on baseball.

2. Discussion showed high interest in this program.

3. The pupils generally did not understand the Spanish segment on dressing for the weather, although it was well presented.

4. Interest was lost during the English Language Skills segment.

Program 21 Number Responding-18

1. The children were very interested in "The Puppeteer."

2. The songs were enjoyed more as the children became more familiar with them.

3. The segment on weight and measuring with Agapito was popular.

4. "Shoeshine Charlie" fascinated the children--they particularly liked the little boy who sings.

5. There was little response to riddles and "Shoeshine Charlie."

Program 22 Number Responding-25

1. The puppets in "Our Cultural Heritage" segment lost the children's interest.

2. The "CH" sound was presented clearly and interestingly.

3. Parents have indicated that children talk about the show at home--reinforcement comes from within the home.

4. The Math was too advanced for kindergarten, but very clear and held the attention of first and second grades.

5. There was good participation in the songs and the "Hokey Pokey."

Program 23 — Number Responding-28

1. The film on "Professions" held the children's attention.

2. All watched intently when Agapito was ill.

3. The children enjoyed and participated in all songs; they liked the music--and particularly repeated activities.

4. The initial sounds elicited good response.

5. The children do not pay attention to the two puppets.

Program 24 Number Responding-27

1. "Frankie Flies South" did not hold attention--the children did not comprehend much about Self Concept; others felt that the segment should have been presented in the first program to introduce the idea of how good it is to be bilingual.

2. The "S/Z/C" segment had good participation.

3. The segment presented on the Concentration Board was well liked.

4. The shopping trip to Mexico City was good--interest was lost, however, because the narration was hard to understand.

5. It would be helpful to have the program number shown at the beginning of each program.

Program 25 Number Responding-26

1. The film on "Sounds" was especially good.

2. The "Mystery Box" fascinated the children.

3. The children responded well to the vocabulary presented in this program.

4. "Juanetín, Juanete" was enjoyed.

5. The children enjoyed the Science unit on power.

Program 26 Number Responding-27

1. The initial sounds presented in this program were good.

2. The measurement segment was well presented.

3. There was much participation in "San Serafín."

4. The film on "The Painter" did not hold the interest of some children while others watched it attentively.

Program 27 Number Responding-25

1. The children loved the segment with Agapito and the hot sauce.

2. The Self Concept segment was very applicable.

3. The "B-V" song is a class favorite.

4. Matching segments for initial consonant sounds are good reinforcement.

5. The feature on Mexico was good.

Program 28 Number Responding-17

1. The film did not hold interest.

2. The children enjoyed "Naricita" and "Tengo Una Muñeca."

3. "Telling Time" segment really aided teaching of that lesson in class.

4. The state-country concept was too advanced.

5. The English Language Skills were well presented.

Program 29 Number Responding-12

1. "La Manzanita" is one of the favorite songs.

2. "The Weather" segment was very interesting.

3. The dances and folk songs are good representations of "folk background" of different cultures.

4. There was good participation with initial sound presentation.

5. The children participated well in "If You're Happy."

Program 30 Number Responding-8

1. "Measuring" was an interesting presentation.

2. Animation and amusing characters and situations appealed to children and held their interest.

3. The Self Concept segment was a good idea but not very clear--the children did not like Tacho.

4. Math with Herman was very effective.

5. The children were disappointed that the series was over.

APPENDIX E

INSTRUMENTS

Spanish Test
English Test
Utilization Survey
Teacher Attitude Questionnaire
Parent Attitude Survey
Child Attitude Survey

EXAMEN EN ESPAÑOL [1:1]

Nombre______________________ Nº.de identificación__________[2,3,4]

Primer Examen [5:1]

Encierre uno de
estos en un círculo

Encierre uno de
estos en un círculo

Orden [6] 1 Primero
2 Segundo

Grado: [7] 1 Primero
2 Segundo
3 Jardín Infantil

Preguntas para que el
niño se sienta cómodo

¿Cómo te llamas?
¿Cuántos años tienes?
¿Cuántas personas hay en tu familia?

		Perfecto	Inducido	Parcial	Error; nada		Español	Mixto	Inglés
¿Cómo se llaman tu papá y tu mamá?*	[8]	4	3	2	1	[9]	3	2	1
¿Cuál es tu dirección?*	[10]	4	3	2	1	[11]	3	2	1
¿Qué idiomas hablas?* *español e inglés*	[12]	4	3	2	1	[13]	3	2	1

ENGLISH TEST [1:2]

Child's Name________________________ I.D. Number_______[2,3,4]

Pretest [5:1]

CIRCLE ONE

CIRCLE ONE

Order: [6]
1 First
2 Second

Grade Level: [7]
1 First
2 Second
3 Kindergarten

QUESTIONS TO ASK CHILD TO PUT HIM AT EASE

What is your name?

How old are you?

How many people are in your family?

		Perfect	Prompted	Partial	Wrong; none		English	Mixed	Spanish
What is your address?*	[8]	4	3	2	1	[9]	3	2	1
What are the names of your mother and father? *	[10]	4	3	2	1	[11]	3	2	1
What languages do you speak? *	[12]	4	3	2	1	[13]	3	2	1

USAGE SURVEY

Name:______________________________ School:______________________________

Address:___________________________ City, state, and zip code:______________

PLEASE ANSWER THE EIGHT QUESTIONS BELOW:

1. Total school enrollment:_________

2. Please indicate the number of classes per grade level:
   - ___pre-K
   - ___Kindergarten
   - ___First
   - ___Second
   - ___Third
   - ___Fourth
   - ___Fifth
   - ___Sixth
   - ___7-12
   - ___nongraded classrooms
   - ___special education
   - ___other:_____________

3. Percentage of ethnic groups represented in school:
   - ___% Mexican-American
   - ___% Black
   - ___% Anglo
   - ___% American Indian
   - ___% Oriental
   - ___% Other:___________

4. Does your school participate in a bilingual program? ___yes ___no

5. Is it funded by Title VII? ___yes ___no Title I? ___yes ___no

6. Is CARRASCOLENDAS available in your area? ___yes ___no ___don't know

7. Are you planning to have classes viewing CARRASCOLENDAS? ___yes ___no ___don't know

   If YES . . . . .

   a. Please indicate the number of classes viewing:
      - ___pre-K
      - ___K
      - ___1
      - ___2
      - ___3
      - ___4
      - ___5
      - ___6
      - ___7-12
      - ___nongraded classrooms
      - ___special education
      - ___other:______________

   b. Please indicate the number of additional classrooms which would view if TV's were available. __________

   c. Have you ordered copies of CARRASCOLENDAS Teacher Guide? ___yes ___no ___did not know about them

   If NO . . . . .

   Please indicate reasons for not watching CARRASCOLENDAS:
   - ___never heard of it before
   - ___no TV available
   - ___not available in your area
   - ___TV cable not available
   - ___reception not satisfactory
   - ___no Spanish taught in school
   - ___not interested
   - ___schedule conflict:__________
   - ___other:____________________

8. How did you learn about the series?
   - ___superintendent's office
   - ___other principals
   - ___bilingual coordinator
   - ___teacher
   - ___radio
   - ___newspaper
   - ___TV
   - ___magazine
   - ___other:__________

PLEASE FOLD AND MAIL

CARRASCOLENDAS
TEACHER QUESTIONNAIRE

Please answer every question.

Name_______________________________
School_____________________________
City & State*______________________[1,2]
Grade Level or Position ______________[3]
Number in Class____________________[4]

1. What is the approximate percentage of the ethnic groups represented in your class?

Mexican-American	___%	[5]*
Black	___%	[6]
Anglo	___%	[7]
Other	___%	[8]
Total	100%	

2. What percentage of the children in your class speak Spanish? ___% [9]*

3. How often does your class watch CARRASCOLENDAS? (Check one)
[10] 1___Every program
2___Twice a week
3___Once a week
4___Less than once a week
5___Never

4. Do you watch the program in color? (Check one)
[11] 1___Yes
2___No, black and white
3___Do not watch the program

5. Is your television reception satisfactory? (Check one)
[12] 1___Always
2___Often
3___Rarely
4___Never

6. Approximately how many students watch the same television set? ____[13,14]

7. Have you heard of any other bilingual children's television programs. (Check one)
[15] 1___No
*___Yes
If yes, give name__________________

8. Has there been any publicity regarding CARRASCOLENDAS in your area? (Check one)
[16] 1___Yes, newspaper
2___Yes, television and/or radio
3___Yes, national publication
4___Yes, local publication
5___None

9. How well do you speak Spanish? (Check one)
[17] 1___Fluently
2___Moderately
3___Limitedly
4___English only

10. Are class activities conducted in Spanish or English? (Check one)
[18] 1___Mostly in Spanish
2___Mostly in English
3___About half and half
4___No activities

11. Do you conduct any class activities about CARRASCOLENDAS before or after viewing the program?

(Check one)	(Check one)
[19] 1___Always	[20] 1___Before only
2___Often	2___After only
3___Rarely	3___Some of both
4___Never	4___Neither

12. Usually, how do you explain the Spanish segments to non-Spanish-speaking students? (Check one)
[21] 1___You explain in English
2___Aide or parent explains
3___Spanish-speaking student explains
4___No explanations are made
5___No non-Spanish speakers are present

13. How often do you use the Teacher's Guide? (Check one)
[22] 1___Every program
2___Most programs
3___Some programs
4___Never
5___Do not have one

14. How useful is the Teacher's Guide? (Check one)
[23] 1___Very useful
2___Somewhat useful
3___Not too useful
4___Useless
5___Do not have one

15. Are the TV presentations clear enough so that you understand the objectives without looking in the Teacher's Guide? (Check one)
[24] 1___Always
2___Often
3___Rarely
4___Never

16. Is the subject content of CARRASCOLENDAS appropriate for your students?

			Language Skills	
	(Check one) MATH [25]	(Check one) SCIENCE [26]	(Check one) SPANISH [27]	(Check one) ENGLISH [28]
Always	1____	1____	1____	1____
Often	2____	2____	2____	2____
Rarely	3____	3____	3____	3____
Never	4____	4____	4____	4____

17. How valuable were the animation segments presenting letter/sound relationships? (Check one)
[29] 1___Very valuable
2___Somewhat valuable
3___A little valuable
4___Of no value

18. Is the language level appropriate for your students' understanding?

	SPANISH (Check one) [30]	ENGLISH (Check one) [31]
Always	1___	1___
Often	2___	2___
Rarely	3___	3___
Never	4___	4___

*Bracketed numbers and asterisks are for coding purposes only.

19. Was the cultural and historical content beneficial to your students? (Check one)
[32] 1___Very much
2___Somewhat
3___A little
4___Not at all

20. Would you like to see the series repeated next year? (Check one)
[33] 1___Yes
2___No
3___No opinion

21. Would you like to see a follow-up program for your students at a more advanced level? (Check one)
[34]1___Yes
2___No
3___No opinion

22. In general, how well do you think that your students like CARRASCOLENDAS? (Check one)
[35] 1___Very much
2___Moderately
3___A little
4___Not at all

23. Do Spanish-speaking children engage in the Spanish and/or English audience-participation segments during the program?

	(Check one) SPANISH [36]	(Check one) ENGLISH [37]
Most engage all of the time	1___	1___
Most engage some of the time	2___	2___
A few engage most of the time	3___	3___
A few engage some of the time	4___	4___
Little participation	5___	5___
None present	6___	6___

24. Do English-speaking children engage in the Spanish and/or English audience-participation segments during the program?

	(Check one) SPANISH [38]	(Check one) ENGLISH [39]
Most engage all of the time	1___	1___
Most engage some of the time	2___	2___
A few engage most of the time	3___	3___
A few engage some of the time	4___	4___
Little participation	5___	5___
None present	6___	6___

25. Do Mexican-American children speak Spanish at school more often after watching the program? (Check one)
[40] 1___Yes, often
2___Yes, somewhat
3___No, not at all
4___No Mexican-American children present

26. Do the Mexican-American children in your class participate in class activities? (Check one)
[41] 1___Very much
2___Moderately
3___A little
4___Not at all
5___No Mexican-American children present

27. In general, how would you rate the Mexican-American children's self esteem in your classroom? (Check one)
[42] 1___High, proud of his Mexican-American heritage
2___Medium, accepts his heritage
3___Low, embarrassed by his heritage
4___No awareness of difference between Mexican-American heritage and any other ethnic group
5___No Mexican-American children present

28. Do you think that the Mexican-American children's self esteem or pride may benefit from watching CARRASCOLENDAS? (Check one)
[43] 1___Very much
2___Moderately
3___A little
4___Not at all
5___No Mexican-American children present

29. Are Mexican-American children willing to contribute experiences from their backgrounds during discussions pertaining to CARRASCOLENDAS? (Check one)
[44] 1___Yes, often
2___Yes, occasionally
3___No, never
4___No Mexican-American children present

30. Have non-Spanish speakers learned some Spanish after watching the program? (Check one)
[45] 1___Some Spanish
2___A little Spanish
3___No Spanish
4___No non-Spanish speakers present

31. Have children from other ethnic groups shown interest in learning more about Mexican culture after watching CARRASCOLENDAS? (Check one)
[46] 1___Yes, often
2___Yes, occasionally
3___No, never
4___No other ethnic groups present

32. Do non-Spanish-speaking students ask the Mexican-American children about CARRASCOLENDAS? (Check one)
[47] 1___Yes, often
2___Yes, occasionally
3___No, never
4___No non-Spanish speakers present

33. What do you think is the most significant effect of CARRASCOLENDAS on your students? ______________________________

____

____

PLEASE WRITE ADDITIONAL COMMENTS ON REVERSE SIDE.

[78:3]
[79:2]

PARENT ATTITUDE SURVEY

Buenos días (Buenas tardes, noches). Habla (first and last name). Estoy trabajando en un proyecto para la Universidad de Texas y estamos haciendo unos estudios en diferentes ciudades. Si me permite unos minutos, le quisiera hacer unas preguntas.

Good morning (afternoon, evening). My name is (first and last name). I'm working on a project for the University of Texas and we are conducting surveys in various cities. If you have a few minutes, I would like to ask you a few questions.

^ ^ ^ ^ ^

¿Tiene hijos que ven televisión?

Do your children watch television?

This question is designed as an introduction for the respondent to become accustomed to the situation. Encourage him to talk here. It is not necessary to record his answer.
If, however, he states that he has no children or they do not watch any television at all, close the interview with the following:

Muchas gracias por haberme ayudado, pero tengo que hablar con padres de niños que ven televisión. Adiós.

Thank you for your time, but I need to interview parents whose children watch television. Goodbye.

¿Tiene hijos que ven el programa CARRASCOLENDAS en la escuela o en la casa? El programa comenzó en octubre y se ve en la estación _____ (nombre de la estación) a las _____ (hora).

Do your children ever watch, at home or at school, the children's program CARRASCOLENDAS, which began here on _____ (name of station) in October? It comes on at _____ (time).

> If the respondent does not seem to recognize the name CARRASCOLENDAS, you can provide him with descriptive cues in order to establish the situation. All questions after this one must follow the form of the question which is printed.

[4] 1____No
2____Yes, at home
3____Yes, at school
4____Yes, both at home and at school

¿Cree que es importante tener un programa bilingüe de televisión para niños de escuelas elementales?

Do you think it is important to have a bilingual television program for primary school children?

If only yes or no, ask why?

YES [5]

0____Did not answer YES

1____Presents example of using Spanish language

2____Presents example of using Spanish and English both

3____Teaches Spanish

4____Teaches English

5____Other teaching areas presented in Spanish

6____Presents example of cultural items

*7____Other: ____

____

____

NO [6]

0____Did not answer NO

1____Don't want child to use Spanish

2____Doesn't need additional exposure to Spanish

3____Takes up school time

4____Don't think television is a good way to teach

5____Hearing Spanish on television would confuse child

6____Hearing English on television would confuse child

7____Don't like the two languages used together

*8____Other: ____

____

¿Qué idioma quiere que sus hijos hablen?

What language do you want your children to speak?

[7]

1____Spanish and English both

2____Spanish only

3____English only

4____Don't care

*5____Other:________ ________________________________

____

¿Cree que es importante enseñar algo acerca de la cultura méxico-americana?

Do you think it is important to teach Mexican-American culture?

YES, because [8]

0____Did not answer YES

1____Teaches him to be proud of his culture

2____He learns that there are others like him

3____Teaches others about Mexican-American culture

*4____Other:____

____

NO, because [9]

0____Did not answer NO

1____Not important

2____Already has enough exposure

3____Want him to get away from Mexican-American culture

*4____Other: ____

¿Ha visto usted CARRASCOLENDAS alguna vez? (¿Cuántas veces?)

Have you ever watched CARRASCOLENDAS? (How often?)

[10]

1____NO*
2____Don't know
3____Yes, one time
4____Two or three times
5____Many times
6____Almost always
7____Always
8____Heard it from another room
*9____Other: ______________________________
____

*If NO, close as follows:

Muchas gracias por haberme ayudado. Adiós.

Thank you for answering these questions for me. Goodbye.

^ ^ ^ ^ ^

Turn to page 11 and fill in [21] and [22].

¿Cómo supo del programa CARRASCOLENDAS?

How did you hear about CARRASCOLENDAS?

[11]

1____School

2____Child

3____Friend

4____Newspaper or magazine

5____Television

*6____Other: ________________________________

____

____

¿Cuál es su opinión de CARRASCOLENDAS?

What is your opinion of CARRASCOLENDAS?

LIKE, because [12]

0____Did not answer LIKE

1____It is a good program

2____It is entertaining

3____It uses Spanish

4____It uses Spanish and English both

5____General instructional value

6____Music is good

7____Presents Mexican-American culture

*8____Other: ____

DON'T LIKE, because [13]

0____Did not answer DON'T LIKE

1____Not a good program

2____Don't like children to be exposed to Spanish

3____The Spanish isn't good

4____Too much entertainment, not enough teaching

5____Not enough Mexican-American features

6____Cultural presentations are poor

7____Instruction is poor

*8____Other: ____

9____Don't know

¿Cuál es su opinión de las costumbres mexicanas que se presentan en los programas?

What do you think of the Mexican customs presented in the series?

LIKE, because [14]

0____Did not answer LIKE

1____Good presentations

2____They are familiar to child

3____Good for child to see them on television

4____Teaches others about Mexican-American culture

*5____Other: ____

____

____

DON'T LIKE, because [15]

0____Did not answer DON'T LIKE

1____Not enough treatment

2____They are not authentic

3____Want child to get away from Mexican-American customs

*4____Other: ____

____

____

5____No opinion

¿Le gusta el español que se usa en los programas?

Do you like the Spanish used in the program?

[16] 1____No

2____Yes

3____Don't know; not sure

¿Les ha ayudado el programa CARRASCOLENDAS a sus hijos a aprender mejor el español o el inglés?

Has watching CARRASCOLENDAS had any effect on your children learning Spanish or English?

[17] 1____No, neither

2____Don't watch often enough

3____Yes, Spanish

4____Yes, English

5____Yes, both Spanish and English

*6____Other: ______________________________________

____

____

7____Don't know

¿Qué cambios le gustaría que se hicieran en el programa?

What changes would you like to see in the series?

[18] 1____**Speak in Spanish more**

2____**Speak in English more**

3____**More Mexican-American talent**

*4____**More of:** ____________________________________

____

*5____**Less of:** ____________________________________

____

6____**Wouldn't change it**

7____**Don't know**

¿Qué otros resultados cree que CARRASCOLENDAS ha conseguido?

What other effects do you think CARRASCOLENDAS has had?

[19] 1____**Pride in culture for Mexican-Americans**

2____**Teaches others about Mexican-Americans**

3____**Pride in speaking Spanish**

4____**Language improvement in Spanish**

5____**Language improvement in English**

*6____**Other:** ____________________________________

____

7____**No effects**

8____**Don't know**

¿Tiene algunos otros comentarios o sugerencias?

Do you have any other comments?

Please write comments one to a line and number them.

[20] 0___No comments

____

____

____

____

____

____

____

NOTES ON INTERVIEW:

Sex of respondent:

[21] 1___Male

2___Female

Special circumstances:

[22] 0___None

____

____

____

____

[78:3]
[79:4]

CHILD ATTITUDE SURVEY - III

1. Do you watch TV at home? [4] 1___yes 2___no

If NO, skip to question 3

2. What programs do you like to watch on TV? [5]
1___CARRASCOLENDAS
2___Sesame Street
3___The Electric Company
4___Misterogers' Neighborhood
5___Local program:______________
6___Cartoons
7___Other:______________________

3. Do you like to watch TV at school?

If YES [6]
0___Did not answer YES
1___I learn something (educational)
2___It's fun (entertainment)
3___I can see programs at school I can't see at home
4___It's fun to watch TV with all the other children
5___Don't know
6___Other:________________________

If NO [7]
0___Did not answer NO
1___Boring, not fun (not entertaining)
2___We don't watch many programs
3___I can't talk while watching the program
4___Too many people watching one set
5___Don't know
6___Other:________________________
7___No TV at school

4. What languages do you think the TV shows should be in?
[8] 1___Spanish 2___English 3___Both

5. Do you speak Spanish or English to your friends?
[9] 1___Spanish 2___English 3___Both

6. Do you speak Spanish or English to your parents?
[10] 1___Spanish 2___English 3___Both

7. Do you speak Spanish or English to your brothers and sisters?
[11] 1___Spanish 2___English 3___Both 4___No brothers or sisters

8. Do you speak Spanish or English to your teachers?
[12] 1___Spanish 2___English 3___Both

9. Have you heard of a TV show called CARRASCOLENDAS?
[13] 1___yes 2___no

If NO, do not continue

10. Where do you watch CARRASCOLENDAS?
[14] 1___don't watch 2___home 3___school 4___both

If child does not watch CARRASCOLENDAS, do not continue

11. Do you like CARRASCOLENDAS?

If YES [15]
0___Did not answer YES
1___I like songs
2___I like characters
3___I like films
4___I like puppets
5___I like both Spanish and English in a program
6___Fun to watch (entertaining)
7___Other:______________________________

If No [16]
0___Did not answer NO
1___Don't like songs
2___Don't like characters
3___Don't like puppets
4___Not entertaining
5___Can't understand parts of the program
6___Too many people watching one set
7___Other:______________________________

12. Do you understand when they speak Spanish on CARRASCOLENDAS?
[17] 1___yes 2___no 3___sometimes 4___don't know

13. Do you understand when they speak English on CARRASCOLENDAS?
[18] 1___yes 2___no 3___sometimes 4___don't know

14. Do you say the words when they flash on TV?
[19] 1___yes 2___no 3___sometimes 4___don't know

15. Do you sing the songs with the TV?
[20] 1___yes 2___no 3___sometimes 4___don't know

16. Do you like the songs? [21] 1___yes 2___no 3___some

17. Sing a song you learned on CARRASCOLENDAS. [22] 1______________
2___no response
3___don't know

Write any response--title or first words, etc.

18. Additional remarks:
1.______________________________
2.______________________________

[78:3]
[79:7]

CHILD ATTITUDE SURVEY - III

1. Do you watch TV at home? [4] 1___yes 2___no

> If NO, skip to question 3

2. What programs do you like to watch on TV? [5]

1___CARRASCOLENDAS
2___Sesame Street
3___The Electric Company
4___Misterogers' Neighborhood
5___Local program:____________
6___Cartoons
7___Other:____________________

3. Do you like to watch TV at school?

If YES [6]
0___Did not answer YES
1___I learn something (educational)
2___It's fun (entertainment)
3___I can see programs at school I can't see at home
4___It's fun to watch TV with all the other children
5___Don't know
6___Other:____________________________

If NO [7]
0___Did not answer NO
1___Boring, not fun (not entertaining)
2___We don't watch many programs
3___I can't talk while watching the program
4___Too many people watching one set
5___Don't know
6___Other:____________________________
7___No TV at school

4. What languages do you think the TV shows should be in?
[8] 1___Spanish 2___English 3___Both

5. Do you speak Spanish or English to your friends?
[9] 1___Spanish 2___English 3___Both

6. Do you speak Spanish or English to your parents?
[10] 1___Spanish 2___English 3___Both

7. Do you speak Spanish or English to your brothers and sisters?
[11] 1___Spanish 2___English 3___Both 4___No brothers or sisters

8. Do you speak Spanish or English to your teachers?
[12] 1___Spanish 2___English 3___Both

9. Have you heard of a TV show called CARRASCOLENDAS?
[13] 1___yes 2___no If NO, do not continue

10. Where do you watch CARRASCOLENDAS?
[14] 1___don't watch 2___home 3___school 4___both

If child does not watch CARRASCOLENDAS, do not continue

11. Do you like CARRASCOLENDAS?

If YES [15]
0___Did not answer YES
1___I like songs
2___I like characters
3___I like films
4___I like puppets
5___I like both Spanish and English in a program
6___Fun to watch (entertaining)
7___Other:______________________________

If No [16]
0___Did not answer NO
1___Don't like songs
2___Don't like characters
3___Don't like puppets
4___Not entertaining
5___Can't understand parts of the program
6___Too many people watching one set
7___Other:______________________________

12. Do you understand when they speak Spanish on CARRASCOLENDAS?
[17] 1___yes 2___no 3___sometimes 4___don't know

13. Do you understand when they speak English on CARRASCOLENDAS?
[18] 1___yes 2___no 3___sometimes 4___don't know

14. Do you say the words when they flash on TV?
[19] 1___yes 2___no 3___sometimes 4___don't know

15. Do you sing the songs with the TV?
[20] 1___yes 2___no 3___sometimes 4___don't know

16. Do you like the songs? [21] 1___yes 2___no 3___some

17. Sing a song you learned on CARRASCOLENDAS. [22] 1____________
2___no response
3___don't know

Write any response--title or first words, etc.

18. Additional remarks:
1.______________________________
2.______________________________

[78:3]
[79:7]